

Severn Beach Preschool Equality of Opportunity

Valuing diversity and promoting equality

We will ensure that our service 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 setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

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

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- 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 such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or a special educational need (SEND) or refuse a child entry to our setting for reasons relating to disability or SEN.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered. We would develop this plan with all concerned parties and professionals to ensure the provision provided meets each child's individual needs
- We challenge any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possible offensive materials, name calling, or threatening behaviour are unacceptable on the premises.

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.
- 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.
- 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 children to flourish.
- Where a child has SEND appropriate and specific training will be sourced, general training in this area is continuous through the attendance at SENCo Network meetings.
- 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 promoting equality, valuing diversity and inclusion.

Curriculum

The Early Years Foundation Stage encourages children to develop positive attitudes about themselves as well as an understanding that we are all different.

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 do this by:

- Making all children feel valued and good about themselves;
- Ensure that all children have equality of access to learning;
- Making adjustments to the environment and resources to accommodate learning, physical and sensory impairments as far as is practicable.
- Making appropriate provision within the curriculum to ensure that 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;
- Creating an environment of mutual respect and tolerance;
- Differentiating the curriculum to meet children's special or additional educational needs;
- 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 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 language.

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 and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

Meetings

- All families are invited to join the committee on registering their child with the preschool.
- Information about meetings is communicated in a variety of ways – written, verbal and in translation if possible – to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain objective 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 and a complaints summary record for parents to see.

Environment and celebrations

- We will celebrate a range of different traditions to help the children to understand that there varied cultures within our society. We discuss as a team which occasions we will celebrate and how this can be done in a developmentally appropriate way.
- When buying resources we will consider the messages those resources portray and we will look for ways in which we can represent the diverse world in which we live.