

# EQUALITIES, INCLUSION AND DIVERSITY POLICY

## LITTLE WILLOWS PRE-SCHOOL

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### STATEMENT

The pre-school aims to show respect to everyone that we come in contact with. We are committed to equality, value diversity and promote inclusion within our setting. We will not tolerate discrimination on grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin. We understand that lack of attention to these factors can affect the well-being of children and may impact on their learning and attainment.

### PRINCIPLES AND AIMS

The pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. We foster a positive atmosphere of mutual respect and trust among children and staff. Our aims are:

- Provide equal opportunity and inclusion for all children and their families, regardless of gender, ethnic origin, race, colour, sexual orientation, marital status, family structure, social grouping, nationality, age or disability.
- Dealing with all forms of discrimination consistently, promptly and efficiently.
- Comply with various Acts of Parliament, which have an effect on employment.
- Recruit, select, train and promote individuals on the basis of occupational skills requirements. In this respect, the pre-school will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training.

- Make the best use of range of talent and experience available within the workforce and potential workforce.
- Promote fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- Provide a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the pre-schools ability to provide the necessary standard of care.
- Ensure there is equal access to all areas of the curriculum for all the children in our care;
- Include and value the contribution of all families to our understanding of equality, inclusion and diversity.

## INCLUSION AND DIVERSITY

The guiding principle is that every child matters and to that end we need to recognise the social, economic, cultural diversity of our society. We ensure that no-one feels excluded when they attend the pre-school on whatever grounds. Consequently, we must strive to:

- Treat each child as an individual and respect their religions and cultures.
- Encourage positive role models, displayed through toys, imaginary play, books and posters that promote non-stereotyped images. All children will be encouraged to join in all activities e.g. dressing up, role play, dolls, climbing on large equipment, bikes etc.
- Celebrate festivals throughout the pre-school, including the events that are relevant to the children attending the setting.
- Welcome any parent/carer who would like to be involved with widening our education about their cultural or religious beliefs.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Actively promote an open door policy within the setting.
- Offer all activities and toys to all children regardless of gender and developmental needs.
- Update toys and other resources
- Support the staff team within the pre-school, offering hand-outs and training.
- Work alongside agencies when resources and relevant information is required.

## STATUTES

The Acts of Parliament which apply are:

- Equality Act 2010
- Children Act 2004

- Employment Equality Acts 2006
- The Sex Discrimination Act 1986
- The Race Relations Act 2000
- UN Convention on the Rights of the Child 1989
- Special Education Needs and Disability Code of Practice 2014

## RECRUITMENT

We ensure that individuals are recruited, selected, trained and promoted on the basis of their own skills, qualification and experience.

- Posts are advertised and all applicants are judged against criteria required.
- Applicants are welcome from all backgrounds and cultures. Posts are open to all, subject to appropriate experience and qualifications.
- It is good practice that all vacancies are advertised, both internally with the pre-school, as well as externally. However, where it is considered that existing staff have the prerequisite skills, consideration may be given to advertising posts internally only.
- All members of the selection team will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.
- Application forms will be sent out including the code of conduct.
- The applicant who best meets the criteria is offered the post, subject to references and enhanced DBS checks. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality, inclusion and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## STAFFING PRINCIPLES

It is the policy of the pre-school not to discriminate in the treatment of individuals.

- All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies.
- All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy and recognise and celebrate other cultures and traditions.
- All staff are expected to participate in equality and inclusion training.
- We will ensure that staff act as positive role models to the children by setting a good example through their own attitudes and behaviour.
- We will encourage children to value and respect others.
- We will provide good resources within the pre-school.

## MONITORING AND REVIEWING

- To ensure our policy and procedures remain effective we follow the Early Years Foundation Stage (EYFS) statutory guidance and review our policies annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure.
- We provide a disciplinary procedure.
- In serious cases, such behaviour may be deemed to constitute gross misconduct. If this is proven, it will result in summary dismissal unless any mitigating circumstances apply.

## SPECIAL EDUCATION NEEDS

- The Special Rights Policy details the pre-school's policy and procedures for welcoming and supporting child with SEND.
- The Special Educational Needs Coordinators work alongside the Special Educational Needs Code of Practice. This is a guide on how the setting should identify, assess and provide help for all children with Special Educational Needs and Disabilities.
- Ensure that all children, including those who are disabled or have Special Educational Needs and Disabilities are included, valued and supported, and that any reasonable adjustments are made.
- Plan activities to enable all children with or without SEND to explore and learn at their own pace. This will ensure that we are meeting each individual child's needs.

## WORKING WITH PARENTS

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