



STANDARD 9 – EQUAL OPPORTUNITIES

EYFS key themes and commitments

1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development
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Standard 9.1 – Valuing diversity and promoting inclusion and equality

We are all different, but in many ways the same; it is our differences which make us unique and special. Children are unique and special as developing individuals and it is important that we recognise the individuality of each child. We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds with individual needs, beliefs, and backgrounds. All families have needs and values that arise from their social and economic, ethnic, and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles, and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some must face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. 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 all 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 and diverse family structures, diverse ethnic and cultural groups, and disabled people.
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality, and valuing diversity.
- challenge and eliminate discriminatory actions.
- make inclusion a thread that runs through all the activities of the setting.
- foster good relations between all communities.
- Acknowledge that each child should be recognised and appreciated;
- That each child's stage of development is assessed, and appropriate provision made;
- That each child will have access to all activities, regardless of ability;
- That gender, ability, race, colour, background, and origins will not affect any child's access to the full range of activities and learning opportunities or be used to differentiate such access.

Staff will plan and organise for the different needs of children, enabling all children to develop their skills and knowledge to their full potential, with personal high standards of achievement.

Our Preschool policy of **caring:** **for each other**
for other people
for ourselves
for our preschool
for the environment

Is fundamental to the development of good relationships between children and adults; recognising strengths and areas which need to be developed; appreciating what each child is capable of or achieves, and being proud – of each other and one's self, celebrating achievement, however small.

Children's confidence and self-esteem needs to be nurtured in a positive, caring way.

Our policy for equal opportunity encompasses adults as well as children. All adults will be welcomed to the Preschool in whatever capacity i.e. parents, carers, visitors, helpers, applicants for jobs etc, and no-one will be discriminated against.

How Do We Achieve This?

Admissions

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- 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, based on a protected characteristic as defined by the Equalities Act 2010. These are:
 - Disability
 - Race
 - Gender reassignment
 - Religion or belief
 - Sex
 - Sexual orientation
 - Age
 - Pregnancy and maternity
 - Marriage and civil partnership
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- 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.
- Information, written and spoken, will be clearly communicated in as many languages as necessary. Bi-lingual children and adults are valued, and their languages and skills will be recognised and respected in our setting.

We act against any discriminatory behaviour, prejudice, harassing or victimising, 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 - a general policy unfavourably affects someone 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.
- perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read our valuing diversity policy.

Recruitment and Employment:

- We will recruit and employ people on an equal basis and aim to ensure that no applicant or employee is excluded or unfairly treated on the grounds of age, sex, sexuality, family status, means, disability, race, ethnic origin, culture, religion or belief. See Equal Opportunities Policy Guidelines for Recruitment of Employees.
- Posts are advertised, and all applicants are judged against explicit and fair criteria.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosing 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 Procedures

- 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 ensure that staff are confident and fully trained in administering relevant medicines.
- We review our practices to ensure that we are fully implementing our policy for valuing diversity and promoting equality.

Curriculum Procedures

This Policy will support children in the following ways:

- The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as 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 as accessible as possible for all visitors and service users. If access to the settings 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 children feel valued and good about themselves;
 - ensuring that children have equality of access to learning.
 - undertaking an access audit to establish if the setting is accessible to all children;
 - 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.
 - positively reflecting the widest possible range of communities in the choice of resources.
 - avoiding stereotypes or derogatory images in the selection of books or other visual materials.

- creating an environment of mutual respect and tolerance.
- differentiating the curriculum to meet children’s special 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; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- The Committee will work with staff in ensuring there are funds in the annual budget to purchase resources to promote positive images and to develop areas.

Valuing diversity in families Procedures

- We welcome the diversity of family lifestyles and work with all families.
- We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning, where necessary.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers, and other carers, especially those who do not live with the child to take part in the life of the setting and to contribute fully.
- We see this as an opportunity to learn about other cultures and languages.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food Procedures

- 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 also ensure that their diet is a healthy one.
- 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 with Parents Procedures

- 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 on paper, electronically or verbally to ensure that all parents/carers have information about and access to the meetings.

Management

- We recognise that the Committee should reflect the make-up of the community that it serves, and every effort will be made to redress any imbalance or exclusion. It is a condition of membership of the committee and employees (both paid and voluntary) to follow the principles outlined in this policy.

Disability and Inclusion:

- We accept the social model of disability and will strive to redress the disabling elements within our society and within its own organisation and practice.
- We will make every effort to meet the needs of disabled children and parents/carers and to ensure they are welcomed and valued.
- We recognise that this will be achieved, not only through the provision of physical access, but by the attitude of management, staff, and users of the service.
- We will identify a member of staff to take responsibility for inclusion. Please see our Special Educational Needs Policy.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

- 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.

This Policy will support families in the following ways:

- All families using Horsted Keynes Preschool will be valued and respected and treated in a non-judgmental way.
- First languages and regional dialects will be valued, respected and supported.
- Staff will respect individual parents, parenting values and be open to learning about different cultural and religious practices and offer support and guidance as necessary.
- All parents/carers will be encouraged to respect and value one another.
- We seek to enable adults with disabilities to take part in our setting where it is safe and reasonable to do so.
- We monitor our practice and have regular meetings to discuss and decide how to improve our practice and procedures.
- Meetings, events, and courses will take account of the needs of families with young children and will be designed to ensure all who wish to be involved in the organisation and management of our Pre-School have an equal opportunity to do so.
- Parents/carers will receive regular updates on their child's progress and will always be kept informed on any issues arising.
- Staff will work in partnership with parents/carers who will be valued as their child's first educator.
- Parents/carers will be encouraged to communicate anything they feel relevant to staff.
- All parents/carers will be informed of the complaints procedure which will be accessible on request.
- 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. We offer a flexible payment system for families of differing means.
- foster good relations between all communities.

This Policy will support staff/students/volunteers in the following ways:

- HKPS staff will acknowledge each child's individual needs and provide the appropriate resources, stimulation, challenges, and support through working in partnership with the parents/carers.
- It is staff's duty to inform senior staff if provisions are limited or inadequate to support any child/ren to allow the right support to be given.
- All staff will follow anti-discriminatory practice in their work with all children and their families and towards each other.
- All individuals working for HKPS have the duty to challenge any discriminatory incidents and report it to the Manager/Deputy Manager who will act accordingly.
- All staff will promote positive non-stereotypical images in displays and activities.
- All staff will ensure that all activities are planned to include all children and where appropriate families and carers, taking into consideration the abilities and needs of the group of the people involved.
- All HKPS staff will have an induction and where necessary attend training to set in context the importance of Equality, Diversity, and Inclusion issues.
- All staff will be required to attend staff meetings to ensure there is an open and equal forum.
- All staff will respect, value and support every individual in a non-discriminatory manner in the setting e.g. children, parents, carers, visitors and colleagues.
- If staff are found to breach this in any way to any persons, it may result in disciplinary action.

Inclusion

- We aim to ensure that we are as inclusive as we can be and intend to support the needs of everyone that accesses preschool.
- The setting has a Special Education Needs and Disability (SEND) Policy as well as a Special Education Needs Co-ordinator (Susan Hicks) who will work with the SEND Code of practice 0 – 25 years to ensure that through working in partnership with parents/carers and other agencies that children's individual needs are met.
- To ensure that we meet the needs of all individuals in our setting we will continually review, monitor, and evaluate our services and practices.

Publicity and information

- Publicity will be in an accessible format using non-stereotypical images.
- We will aim to convey relevant publicity materials to all families in and around the area.
- Activities will be advertised giving clear information about what is taking place, who it is for and how they can access it.
- The staff team will ensure that displays reflect the work of every child.

Monitoring and reviewing


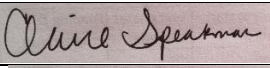

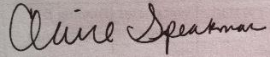

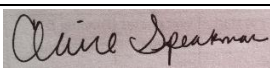
- So, that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Legal framework

- Legal framework
- The Equality Act (2010)
- Children Act (1989) & (2004)
- Children and Families Act (2014)
- Special Educational Needs and Disabilities Code of Practice 0-25 years(2015)

This policy was adopted by	Horsted Keynes Preschool
On	1 st August 2016
Reviewed 1 st Aug 2017	 
Reviewed 1 st Aug 2018	 
Reviewed 1 st Aug 2019	
Reviewed 1 st Aug 2020	
Reviewed 1 st Aug 2021	
Reviewed 1 st Aug 2022	
Signed on behalf of the provider	
Name of signatory & Role of signatory	Clare Humphreys Manager
Countersigned by Chair of committee	
Name of Counter signatory	Claire Speakman