



## **High Legh Preschool Nursery - Equal Opportunities Policy**

### **Procedure**

At High Legh preschool Nursery we believe that no child, individual or family should be excluded from the settings activities on grounds of age, gender, sexuality, class, family status, disability, ethnic origin, culture, religion or belief. We also aim to ensure that all who wish to work in, or volunteer to help within our setting have an equal opportunity to do so. We view each child as a unique individual and respect all our pupils and their diverse family structures. We understand that these factors affect the well-being of children and can impact on their learning and attainment.

High Legh Preschool Nursery 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 feel safe and equally included and in which all contributions are considered and valued.
- Actively include all families and value the positive contribution they make to our setting.
- Provide positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms
- Improve our knowledge and understanding of issues of anti-discriminatory practice,
- Promote equality and value diversity within our setting and foster good relations with the local community.
- Challenge and eliminate discriminatory actions based on a protected characteristic as defined by the Equality Act (2010)

High Legh Preschool Nursery will act 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 a specific ethnic group from using the service
- Indirect discrimination- someone is affected unfavourably by a general policy e.g. children must only speak English in the setting
- Discrimination arising from a disability - someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity.

- 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 culture.
- Perception – discrimination on the basis that it is thought someone has a protected characteristic. e.g. making assumptions about someone’s sexual orientation. We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country.

\*(Xenophobia) Displays of openly discriminatory, xenophobic and possibly offensive or threatening materials, name calling or threatening behaviour are unacceptable on, or around the setting and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and act in accordance with the relevant policy statement and procedure.

Failure to comply may lead to the adult being excluded from the premises.

### **Valuing diversity and promoting inclusion and equality**

At High Legh Preschool Nursery 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 and marriage and civil partnership. If the number of places required exceeds the number available, the admission policy states which children will have priority to ensure a fair entry system. We ensure that all parents are made aware of our equal opportunities policy. High Legh Preschool Nursery welcomes all children, irrespective of any special educational need or disability. We ask parents to give as much notice as possible if a child has any additional kind of physical or educational need. This will enable us to explore with parents/carers and with any outside professionals how we can provide an environment in which the child can reach their full potential.

We will ensure our environment is as accessible as possible for all visitors and service users. We do this by:

- Undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, we will make reasonable adjustments to accommodate the needs of disabled adults and children.
- Fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

### **Employment**

- Applicants are welcome from all backgrounds and posts are open to all. No applicant will be rejected based on any of the protected characteristics as defined by the Equalities Act 2010
- 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 satisfactory references and checks by the Disclosure & Barring System.

- 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 to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- The Nursery is committed to providing a working environment in which employees can recognise their full potential
- 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.
- Care must always be taken to make sure that no prejudice or discrimination takes place or is even implied.
- Discriminatory behaviour and remarks will not be accepted at High Legh Pre-school.

### **Curriculum**

We have an extensive range of toys, games and books that reflect the multi-ethnic society in which we live, creating positive images of all types of people e.g. male, female, able bodied and disabled. Staff will through discussion, activities and during play encourage the children to develop positive, healthy attitudes to the differences of race, cultures, languages and indeed gender. Toys and equipment are reviewed regularly to enhance the range available. 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 development of confidence and self-esteem, empathy, critical thinking and reflection. We do this by: -

- Creating an environment of mutual respect and tolerance
- Making children feel valued and good about themselves and others so that they can grow up to feel self-assured and are respectful of others; ensuring that children have equality of access to learning; undertaking an access audit to establish if the setting is accessible to all children.
- Adjusting 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.
- 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.
- Celebrating a wide range of festivals; creating an environment of mutual respect and tolerance; giving extra help and encouragement or differentiating the curriculum to meet children's special educational needs

. • Modelling desirable behaviour to children and 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.

### **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 mothers, fathers and other carers to take part in parent helper sessions

• 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 accept many Childcare Voucher schemes.

• We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Language Information, written or spoken, will be clearly communicated in as many languages as necessary. Bilingual/multilingual children and adults are an asset. They will be valued, and their languages recognised and respected in the setting.

### **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 wherever possible. All dietary requirements are recorded and are made aware to all staff/volunteers preparing and supervising snack or cooking activities. 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. Committee Meetings are arranged to ensure that all families who wish to, may be involved in the running of the setting. We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.

Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all mothers and fathers have information about and access to the meetings. Minutes of the meetings will be readily available to all parents.

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