

9.0 EQUAL OPPORTUNITIES

9.1 Valuing diversity and promoting equality

Policy statement

St Saviour's Pre-school 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. All families have needs and values that arise from their individual, social, economic, ethnic, cultural or religious backgrounds and situations.

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 a disability, or may have parents that are affected by disability. Some children come from families who experience social exclusion or severe hardship; some have to 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. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Procedures

Admissions

Our setting is open and accessible to all members of the community.

- 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 Valuing Diversity and Promoting Equality Policy.
- 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).
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to their disability.
- We try to ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We make adjustments to ensure that disabled children can participate successfully in the services offered by the setting and in the curriculum offered.
- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.

Allocation of Pre-school Places

- Our waiting list will be arranged in order of receipt of a completed Registration form.

Allocation of Nursery Places – Maximum 16 children

Places will be allocated according to the following criteria if oversubscribed:

1. Child currently attends St Saviour's Pre-school
 2. A sibling has attended St Saviour's Pre-school
 3. Date of receipt of Nursery registration form
- All existing pre-school children will receive their Nursery application forms on the same day.
 - We will wherever possible, keep a place vacant to accommodate emergency admissions.
 - We will endeavour to make our pre-school welcoming to parents, relations, carers and people from all ethnic, religious and social groups, with and without disabilities.
 - We will monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination takes place.
 - Children are admitted to the Pre-school each year in September. If there are any places available after that, they will be allocated for the following January, according to the date of registration, as above, but there is no guarantee of a place.

Employment

- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our 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 our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that our 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 Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as 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 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 children feel valued and good about themselves and others
- ensuring that children have equality of access to learning
- making adjustments to 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 locally observed festivals
- 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 disabled children
- 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 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 the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.

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.
- We help children to learn about a range of foods, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

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.

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