



## Equal Opportunities Policy

The Little Pennies Pre-School is committed to equality of opportunity and recognises that people are subject to discrimination on the grounds of race, colour, ethnic or national origin, marital status, sexual orientation, gender, family status, disability, caring responsibilities, religious belief, age, social class, political beliefs, employment status, union membership, place of residence or if HIV positive.

We believe that no child, individual, family, job applicant, employee, trainee, volunteer, member or service user should receive less favourable treatment on any of these issues set out above.

Our designated ENCO's (Equality Named Co-Ordinator) are Becky Wallworth and Ruth Meaden. It is their responsibility to ensure that the settings equality statement is upheld.

### Equality statement 2011

This setting aims to provide a fully inclusive environment for all people.

We are committed to promoting equality, valuing and celebrating diversity and preventing discrimination.

Any incidents of discrimination will be recorded and challenged in such a way as to promote a positive outcome.

The Little Pennies Pre-School will comply with its obligations under the Equality Act 2010, Race Relations Act 1976, the Race Relations Act 1976 (Amendment) regulations 2003, the Sex Discrimination Act 1986, the Rehabilitation of Offenders Act 1974, the Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act 2001), The Employment Act 2002, The Children Act 1989, the Employment Equality Regulations 2003 and The Counter-Terrorism and Security Act 2015.

It is The Little Pennies Pre-School's intention to take positive action to ensure that its Equal Opportunities Policy is implemented.

### We aim to:

Acknowledge and value equally each child's individual stage, culture, religion, language, racial background, and family group.

Actively seek to combat sexism and promote equal opportunities for girls and boys, men and women.

Encourage equality of opportunity for children with special needs and their families.

The Special Educational Needs Co-ordinator for the setting is Ruth Meaden with Becky Wallworth as Deputy SENCO.

More information about how the SEND code of practice is put into practice in the setting can

be found in our special educational needs policy.

Achieve and maintain, within the framework of the law, a workforce which represents, as far as practical, the composition of the population and recruitment areas, including people with disabilities.

To achieve the above we will:

Plan our programme to extend the children's experience and knowledge of other cultures, language, celebrations and festivals.

Ensure that the activities reflect the diversity of our society, not just our group.

Encourage children to explore in a positive, accurate and realistic way the differences and diversity of people.

Positively challenge stereotypes and assumptions - racist, sexist or concerning disabilities.

Enable adults with disabilities to take part in our group where it is safe and reasonable to do so.

Action Plan for dealing with discriminatory incidents and name-calling.

When it comes to dealing with discriminatory incidents each setting, as part of their equality policy, will need to discuss the issue of harassment and devise procedures for dealing with incidents of name-calling:

Short term action

- If we were to hear discriminatory remarks against another person for whatever reason, we would not ignore it or we would be condoning the behaviour and therefore complying with the remarks.
- We would explain clearly why the remarks made were wrong and hurtful or offensive, and ask the abused child how she or he felt so that both children could begin to think actively about the incident.
- We would make the child aware that only what was said is wrong and not that the child as a person is wrong and that we continue to value him/her as a person.
- We would explain in appropriate terms to the abuser why the comment was wrong and give both children the correct information.
- We would support and comfort the abused child, making sure that we support their identity or that of their group.
- We would record the incident on an incident form with the date, time and brief details of individuals involved.

Long term action.

- We would target the parents of children who make offensive, discriminatory comments to ensure that they understand the settings policy for equality and that we cannot accept abuse against.
- We develop topics and read stories and read stories which raise issues of similarities and differences in language, ability/disability, gender, class ethnicity etc. and encourage the children to talk about their understandings and feelings.
- We aim to create the kind of ethos that promotes and values diverse images and contributes to society.

- All parents/carers are made aware of our policies/procedures and they have full access to these as and when they wish.

This policy was adopted at a meeting of Trustees on .....

and was checked and re-affirmed on .....

Signed on behalf of The Little Pennies Pre-School

..... (Chairperson)