



Equal Opportunities Policy

The Little Pennies Pre-School is committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of background with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;
 - marital status;
 - pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

- We will also challenge discriminatory actions on the ground of the following:
 - ethnic or national origin
 - family status
 - caring responsibilities
 - social class
 - political beliefs
 - employment status
 - 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.

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.

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 it's obligations under the Equality Act 2010, the Sex Discrimination Act 1986, the Rehabilitation of Offenders Act 1974, The Employment Act 2002, The Children Act 1989 & 2004, Children & Families ACT 2014, 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.

Procedures

Admissions

The Little Pennies Pre-school is open and accessible to all members of the community.

- We base our admissions on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to the setting based on a protected characteristic as defined by the Equality Act (2010).
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).

- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Equal Opportunities Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers 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 cultural background; or
 - 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).
- 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 and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- 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.
- 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 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.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policies.
- We enable adults with disabilities to take part in our group where it is safe and reasonable

to do so, as part of their work experience.

Curriculum

The curriculum we offer encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
- 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.

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

- ensuring 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, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

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.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use 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 where ever possible.
- 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

- All families who wish to may be involved in the running of the setting through joining our committee.
- 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 where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

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 for parents to see.

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)