

General Welfare Requirement: Safeguarding and Promoting Children’s Welfare
 The provider must take necessary steps to safeguard and promote the welfare of children.



Equality of opportunity

Promoting Equality - Valuing Diversity

To be read in conjunction with our Promoting Children’s Rights and Entitlements policy and The Prevent Duty (DfoE,2015)

Policy statement

We will ensure that Rotherfield Village Pre-School offer services that are fully inclusive in meeting the needs of all children and their families. We recognise that children and their families come from diverse 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 parents 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, whilst 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. We understand that these factors affect the well-being of children and can impact on their learning, behaviour, and attainment.

Rotherfield Village Pre-School 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, diverse ethnic and cultural groups and disabled people
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting ‘positive action’ of equality and valuing diversity
- Challenge and eliminate discriminatory actions
- Make inclusion a thread that runs through all of the activities of the setting.
- Foster good relations between all communities, seeking outside expertise where required

7 Key features of effective practice

The best for every child	High quality care	The Curriculum	Pedagogy	Assessment	Self-regulation and executive function	Partnership with Parents
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf						

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service through our website www.rotherfieldpre-school.co.uk
- 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 seek to provide information in as many languages as possible, if required.
- We base our admissions policy on a first come first served basis.
- We ensure that all parents are made aware of our equal opportunities policy through our website.
- 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. These are: disability, race, gender reassignment, religion or belief, sex, sexual orientation, age, pregnancy and maternity and 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.
- Staff are committed to training to learn about children's additional needs.
- We develop an action plan and engage the help of other professionals to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We 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 some racial groups from using our services
 - Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English whilst at pre school
 - 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.
 - Displaying of openly discriminatory and possible offensive materials, name calling or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised, and all applicants are judged against explicit and fair criteria.

- Applicants are welcome from all backgrounds and posts are open to all, but we are not bound by the Rehabilitation of Offenders Act 1974.
- 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 Disclosure and Barring Service. This ensures fairness in the selection process.
- 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 a good understanding of 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 promoting equality, valuing diversity and inclusion.

Curriculum – also see our policy: Promoting Children’s Rights and Entitlements

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 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
- ensuring that children have equality of access to learning
- 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 individual children
- 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, particularly those relevant to the families in our setting.
- 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, as such all our adult led activities are differentiated for children.

- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning, by the Key Person working closely with their parents when required. Ensure that children speaking languages other than English are supported in the development of their home languages. Ensure that children have sufficient opportunities to learn and reach a good standard in English language.

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 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 that we can communicate effectively.
- We offer a flexible payment plan, tailored to the individual family, to support families of differing means and aim to seek information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural, and dietary needs of children are met.
- 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

- We are governed by a Board of Directors which consists of parents and volunteers from the community who have been connected with the pre-school and staff members. All parents are given the opportunity to join our Directors via the application form on our website when a vacancy arises. Vacancies are advertised in our newsletter.
- We positively encourage parents and carers to be engaged with the pre-school and correspond regularly.
- Information about our Directors is communicated in a variety of ways – there is a display board in the pre-school lobby, photo on the website, written information in newsletters, verbal communication and in translation if required.

Monitoring and reviewing

The person who reviews our inclusion/diversity practices is Shereen Milledge, (Manager) who will;

- Ensure our policies and procedures remain effective and monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We have a Complaints Policy.

Legal framework

- The Equality Act 2010
- Childcare Act 2006
- Special Educational Needs and Disability Act 2014
- Children and Families Act 2014
- The Prevent Duty 2015

This Policy was reviewed by	Shereen Milledge - Manager
Adopted by	Rotherfield Pre-School Directors and Staff
Date	November 2022
Review Date	November 2023

Review Log

Review Date	Brief Details of Amendments	Amended By	Agreed By
December 2020	Amended admissions in line with our admissions policy Updated manager details	Sandra Cawsey	Rotherfield Pre-School Staff &Directors
November 2021	None required	Shereen Milledge	Rotherfield Pre-School Staff &Directors
November 2022	Changes wording regarding Festivals	Shereen Milledge	Rotherfield Pre-School Staff &Directors