



# Strawberry Hill Pre-School

## Equality and Diversity Policy Incorporating Equal Opportunities and Inclusive Practice

### **Introduction**

We are committed to giving all children every opportunity to achieve the highest of standards. This statement helps to ensure that this happens for all the children at our setting regardless of their age, gender, ethnicity, attainment or background.

### **Aims and objectives**

We aim to be an inclusive setting. This means that equality of opportunity must be a reality for the children. We make this a reality through the attention we pay to the different groups of children within our setting:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

The Early Years Foundation Stage framework is our starting point for planning to meet the specific needs of individuals and groups of children. We do this through:

- setting suitable challenges for children;
- responding to children's diverse needs;
- overcoming potential barriers to the access and development of individuals and groups of children within the setting;
- providing other support to meet the needs of individuals or groups of children. (This may include accepting advice from a range of professionals.)

We achieve inclusion by continually reviewing what we do, through asking these key questions:

- do all the children achieve as much as they can?
- are there differences in the achievement for different groups of children and if so, what are the reasons for these differences?
- what are we doing for those children who we know are not achieving their best?
- Are our actions effective?

### **Implications when working with children**

We aim to give all children the opportunity to succeed and reach their full potential. When planning for them, we take into account the abilities of and differences between all of the children.

For some children we may use strategies that would normally be appropriate for children of a different age group dependent on the individual needs of the child. This is done to ensure that all children are able to make progress at their own level and at appropriate different rates of development.

When the attainment of a child falls significantly below the expected level, we will enable the child to succeed by planning work that is in line with that child's individual needs. Where we have these concerns they will be highlighted to our SENCO Co-ordinator who is Lisa Neagle.

Where the attainment of a child significantly exceeds the expected level of attainment, we may use materials designed for use with older children, or extend the opportunities for work within the area or areas for which the child shows particular aptitude.

We are familiar with the relevant equal opportunities legislation covering race, gender and disability discrimination.

We ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

### **Summary**

In our setting the play, learning, achievements, attitudes and wellbeing of every child is important. We follow the necessary regulations to ensure that we take the experiences and needs of all children into account when planning activities.

### **Equal Opportunities Statement**

At Strawberry Hill Pre-School we will make sure that we actively promote equality of opportunity and anti-discriminatory practices for all children. We will make sure that we treat all children with equal concern and respect.

### **How we will put the statement into practice**

We recognise and welcome all legislation and existing codes of practice, produced by appropriate commissions, for example the Equal Opportunities Commission.

We value and respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping. We will also not discriminate against children on the grounds of disability, sexual orientation, age, class, family status, and HIV/Aids status.

We provide equal chances for each child to learn and develop to their full potential, taking into account each child's age and stage of development, gender, ethnicity, home language, and ability.

We provide and make sure that all children have access to a range of books, puzzles and other toys which provide positive images and examples of the diversity of life in our society.

We challenge racist and discriminatory remarks, attitudes and behaviour from the children in our care and adults.

We will always help children to feel good about themselves and others, by celebrating the differences which make us all unique individuals.

**Resources supporting equal opportunities:**

3 x multicultural dolls, world foods such as different types of bread from different countries, Indian, Chinese, Polish, Italian, French food menus, Italian food boxes, Spanish food menus, chopsticks, A selection of multicultural dressing up costumes, such as oriental costumes, Spanish dress, Asian costume, different career outfits, headdresses such as tiaras, stefanis.

Reading Material – Books on festivals, A Ramadam Story, An Eid story, An Easter story, A Divali story, A Chinese New Year story and My African family, and hand signing laminated flyers in English and Gujarati.

Our puzzles consist of people puzzles of all cultures, age, jobs and all abilities and characteristics.

Musical Instruments – Tambourines, drums, bongos, maracas, African instruments, Mexican instruments and castanets.

We have Hello from around the world – teaching the children how to say hello in over 50 different languages. Books in Spanish, French, German and Italian, also (whoever you are) a multicultural book about different children from around the world, nursery rhyme CDs in French and Spanish, Book (Come and Play with me) discovery flaps (multicultural), DVDs, Mr Tumble, Something Special DVDs, Makaton Nursery Rhymes DVD, Book (Don't call me Special), first look at disability and A3 multicultural poster, different children saying hello from around the world.

We celebrate all festivals including Japanese festivals such as Shotgatsu (Japanese New Year), Jewish festivals such as Hanukkah, an 8 day festival (commemorating the re-lighting of the Menorah), Pesach (Passover), Chinese festivals such as (Chinese New Year), Buddhist festivals such as (Wesak) celebrated on May 2<sup>nd</sup> (The day Buddha was born), Hindu festivals such as (Divali) 'Row of lights' celebrated on November 9<sup>th</sup>, Sikh festivals such as Diwali, for Sikhs this is a time to light up gurdwaras, Christian festival such as Christmas and Easter, Muslim festivals such as Ramadan beginning 1428 AH September 13<sup>th</sup>. The ninth month of the Muslim year is spent in fasting between dawn and sunset.

Small World - A variety of small world characters, ranging from age, race, culture, gender, and all abilities.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Policy written on 19 November 2010 by Lisa Neagle

Reviewed on 8.9.11, 8.9.12, 8.9.13, 10.9.14

Next review date 9 September 2015

All staff members to sign this policy to show that they have read, understood and agree with it.

Staff Name \_\_\_\_\_ Staff Signature \_\_\_\_\_

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