



# 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.

### **Statement of intent**

We will ensure that our provision is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, special educational needs, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

### **Aim**

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 SEND Co-ordinator who is Hayley Wood. 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 opportunity's 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.

In order to meet our legal duties, promote equality and inclusion in our setting and value diversity we follow these procedures:

### **Admissions**

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against disabled children. Consideration needs to be given to any reasonable adjustments required to include any child who may have a disability or special educational needs.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly 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 criteria required.
- Applicants are welcome from all backgrounds and cultures. Posts are open to all, subject to appropriate experience and qualifications.
- We may use 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 Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality, inclusion 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 staff and volunteers to enable them to develop antidiscriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and trained in administering relevant medicines and performing invasive care procedures.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

### **Curriculum and environment**

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?
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

The curriculum offered at Strawberry Hill Preschool 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. The environment is accessible for all visitors and service users. Reasonable adjustments have been made to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves
- 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 by enhancing the choice of resources
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
- celebrating a wide range of festivals such as Chinese New Year, Diwali
- 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 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 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 their full inclusion.

### **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. Monitoring and reviewing

### **Resources supporting equal opportunities:**

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.

Reviewed on the 12<sup>th</sup> May 2019

*All Staff have signed to say that they have read and understood this policy*