

5. Equal Opportunities

Equal Opportunities Policy

Statement of Intent

Our setting is committed to providing equality of opportunity and anti-discriminatory practice for all children, families and staff.

Aims

- To provide a secure environment in which all our children can flourish and in which all contributions are valued.
- To include and value the contribution of all families to our understanding of equality and diversity.
- To provide positive non-stereotyping information about different ethnic groups and people with disabilities.
- To improve our knowledge and understanding of issues of equality and diversity.
- To make inclusion a thread that runs through all of the activities of the setting.

In order to fulfil these aims

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 base our admissions procedure on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability (see [Admissions Procedure](#) and [Special Needs Policy](#)).
- We ensure that all parents are made aware of our *Equal Opportunities Policy*.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.

Employment

Please also see our [Staffing and Recruitment Policy](#)

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to identity and qualification checks, trial session, eligibility to work in UK, health and sickness record, references, checks by the Criminal Records Bureau and completion of a successful probationary period. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training and review

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes to people who are different from themselves. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.
- Please also see our [Learning and Development Policy](#)

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.
- We take into account any disability or health issues that may prevent parents taking part in rota duties.

British Values

We are an inclusive setting and our ethos and curriculum enables children to be independent learners, to make choices and to build strong relationships with their peers and all adults. Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We would challenge pupils, staff or parents who expressed opinions contrary to fundamental British values.

- **Democracy**

We respect, listen to and act on children's and parent's voice. Children are involved in making lodge rules and they are expected to contribute and cooperate with them, taking into account the views of others.

- **The Rule of Law**

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. Our 'Behaviour Management Policy' aims to teach children to behave in socially acceptable ways and to understand the rights and needs of others. We use positive strategies to handle any conflict and praise and acknowledge desirable behaviours.

- **Individual Liberty**

At Blakeney Pre-school children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As an early years setting we educate and provide boundaries for young children to make choices, to manage risks, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms and are given opportunities to resolve conflicts effectively.

- **Mutual Respect**

At Blakeney pre-school we value all of our children and families. We celebrate our rich cultural and religious diversity and promote mutual respect. Children are modelled respect through caring, sharing and listening to others. Adults help children to understand how actions and words effect others. All children, including those with special educational needs and disabilities are valued for their individuality and supported to achieve their best. Children are taught that life is not the same for everyone, the children learn to appreciate how different life can be for others. At Blakeney pre-school we have enjoyed celebrating the schools 150th birthday, the Queens Diamond Jubilee, the wedding of the Duke and Duchess of Cambridge.

- **Tolerance of those of Different Faiths and Beliefs**

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events. We ensure that posters, displays, messages of welcome reflect a wide range of languages and cultures . We monitor all forms of bullying and harassment and actively promote courtesy and good manners towards all.

At Blakeney pre-school, embedded in everything we do, is our determination to develop skills of empathy and tolerance to make everyone at our setting feel valued and respected.

Food

Please also see our [*Food and Drink Policy*](#)

- 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, cultural approaches to mealtimes and eating and to respect the differences among them.

Meetings

- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about access to the meetings.

Supporting Legislation

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989

Special Educational Needs and Disability Act 2001