



## Equal Opportunities Policy

Version no: 0.5

### Version Control:

Version Number	Purpose/Change	Author	Date
0.1	Initial draft – To be approved by Committee	Melanie Nadin	30/10/17
0.2	Grammar checked	Sarah Allen	1/11/17
0.3	Yearly review	Melanie Nadin	12/01/19
0.4	Yearly review	Melanie Nadin	15/11/19
0.5	Yearly review	Melanie Nadin	18/11/2020



## **VALUING DIVERSITY AND PROMOTING EQUALITY**

### **ADMISSIONS**

We have a responsibility to promote positive attitudes to diversity and difference – not only so that every child and family is included and not disadvantaged, but so that every child can learn from the earliest age to value diversity in others and grow up making a positive contribution to society in this respect.

We can do this by:

- Removing or helping to overcome barriers for them when they already exist;
- The early identification of and response to needs which could lead to development of difficulties; and
- Stretching and challenging all children to promote their learning and development.
- Encouraging children to contribute stories of their everyday life to the setting.

We intend to make this group genuinely accessible to families from all sections of the local community. To ensure this we:

- Make sure that the existence of this group is known in all local communities, by the placement of notices advertising the group where everyone can see them, in more than one language if appropriate i.e. Compass, notice boards, websites and family information services.
- Our equal opportunities policy is available for anyone to see.
- When we describe the group, we make it clear that we welcome mothers and fathers, other relations and carers, including child-minders, also people from all cultural, ethnic, religious and social groups, with or without disabilities.

Hixon Preschool recognise that children grow up in diverse family structures that include two parent and one-parent families. Some children have two parents of the same sex. Some children have close links with extended families or grandparents, aunts, uncles and cousins whilst others may be distant from close kin or may live with other relatives or foster carers. Some children may have needs that arise from disability or impairment or may have parents that are affected by disability.

All children and their families, irrespective of ethnicity, culture or religion, home language, family background, sex, sexual orientation, age, learning difficulties or disabilities, gender, gender reassignment, pregnancy, maternity, marriage or civil partnership have the opportunity to experience a challenging and enjoyable learning experience whilst at Hixon Preschool.



Hixon Preschool value the contribution of parents/carers in the development of our provision and we encourage the views of parents/carers and promote their contribution by:

- Having a suggestion Box
- Stay and Play Sessions
- Meet and greet on the door (all staff take turns)
- Questionnaires

Hixon Preschool works in accordance with all relevant government legislation.

We believe that the group's activities should be open to all children and their families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with our preschool have an equal chance to do so.

### **EMPLOYMENT/TRAINING**

The preschool will appoint the best person for each job and will treat all applicants equally for jobs and all those appointed. Commitment to implementing the groups Equal Opportunities Policy will form part of the job description for all workers.

-We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

-We ensure all staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

-We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

### **FAMILIES**

The preschool recognizes that many different types of family successfully love and care for children.

### **FESTIVALS**

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the preschool, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this, we aim to acknowledge all the festivals, which are celebrated in our area and/or by the families involved in the preschool.

Without indoctrination in any specific faith, children will be made aware of the festivals that are celebrated by their own families or others and will be introduced, where appropriate, to the stories behind the festivals.

Before introducing a festival with which the adults in the preschool are not themselves familiar, appropriate advice will researched or from speaking to those who may possess specialized knowledge.

Children and their families who celebrate at home festivals with which the rest of the preschool is not familiar will be invited to share their festival with the group, if they themselves wish to do so. Children will be encouraged to welcome a range of different festivals, together with stories, celebrations and special food and clothing they involve, as part of the diversity of life.



## **THE ENVIRONMENT**

All children will be respected and their individuality and potential recognized, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to all children to explore, acknowledge and value similarities between themselves and others.

## **RESOURCES**

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected to help children to develop their respect and to respect others by avoiding stereotypes and derogatory pictures or messages about any group of people.

## **SPECIAL NEEDS**

The preschool recognizes the wide range of special needs of children and families within the community and will consider what part it can play in meeting these needs. Planning for preschool meetings and events will take into account the needs of those with disabilities.

The SENCO officer is Melanie Nadin at Hixon Preschool, who will liaise with staff, parents, and outside agencies. We will ensure that we provide all children with special educational needs with the same opportunities to access activities, toys and equipment.

Preschool ensure that all children and families have the same equal opportunities to access our provision and to overcome any obstacles, which may be in the way.

## **DISCRIMINATORY BEHAVIOUR/REMARKS**

We take action 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 the service;
- indirect discrimination-someone is affected unfavourably by a general policy e.g., children must only speak English in the setting;
- 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., making assumptions about someone's sexual orientation because of their mannerisms or how they speak.

These are unacceptable in the preschool. The response will aim to be sensitive to the feelings to the victim(s) and to help those responsible to understand and overcome their prejudices.

## **LANGUAGE**

Information, written and spoken, will be clearly communicated in as many languages as necessary. The preschool recognizes some adults may not be able to read well and when we are made aware, the staff will be sensitive to this and try to find other ways to pass info to those with poor reading skills.

Bilingual/Multilingual children and adults are an asset. They will be valued and their languages recognized and respected in the preschool.



If a child comes in to the setting and English is not their first language the parent/guardian will be asked to teach the staff a few key phrases in the child's first language.

### **FOOD**

We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs will be 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**

The time, place and content of meetings will ensure that all families have an equal opportunity to be involved in the running of the preschool. We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.

We pledge to actively combat sexism and to promote equality of opportunity for girls, boys, women and men. Preschool staff and committee will provide positive role models in all relevant areas of this policy.

**Updated Nov 2020, date for review Nov 2021 unless new legislation comes in to effect.**