

Equal Opportunities policy and procedure.

Appointed person is THE MANAGER

1. Aims of the policy

- This policy aims to challenge discrimination in all areas of our organisation. We aim to ensure that Cottage Pre-school reflects and meets the needs of the local community and incorporates equal opportunities into all areas of our work.
- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- We will work in accordance with all relevant legislation. The legal framework for this is:-

**Race Relations Act 1976. Race Relations Act amended 2000.
Sex Discrimination Act 1986 Children Act 1989. Special
Educational Needs 2001. Disability Discrimination Act 1995**

- To ensure that the make-up of the management and staff team, at all levels reflects the make-up of the local community
- To establish good links with organisations or groups of people facing discrimination.
- To ensure that premises are accessible for all members of the community. This may mean adaptation or conversion work.
- To increase awareness within the pre-school of the needs of those who face discrimination and the effects of discrimination in society in general.
- To consider equal opportunities in all areas of our services and work.
- To consider establishing specific projects to promote equality of opportunity.

2. Statement of intent

We recognise that certain groups and individuals in our society are discriminated against. As a setting we are strongly committed to positive action to remove and/or counter discrimination in all aspects of our work, in our practice as employers, in the way we work with other organisations, and in all our work with children, families and others.

Implementation Equal opportunities will be considered in all aspects of the service the pre-school provides. Language or behaviour designed to be offensive to any party of the group outlined in our statement is unacceptable and will not be tolerated in the pre-school. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.

Employment

- Job applicants and employees will be treated with equal fairness and will not be treated less favourably on the grounds of disability, age, gender, sexuality, family status, race, religion and cultural or national origin.
- 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. All job descriptions include a commitment to equality as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We offer training for staff and volunteers to enable them to develop good practice regarding equal opportunities.
- Our SENCO will up-date his/her training every 2 years in line with the code of practice.
- We will appoint one person to act as our equal opportunities' representative.
- We review our practices to ensure that we are fully implementing our policy for equality

Valuing Diversity in families

- We welcome the diversity of family life and work with all families.
- We encourage parents or carers to take a part in the life of the Pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer. Staff,

where necessary will involve the use of outside agencies and/or update their training to include these families fully.

Snack / food

- We work in partnership with parents / carers to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of foods, cultural approaches to mealtimes and eating and to respect the differences among them.

Meetings

- We monitor our practice and have regular meetings to discuss and decide how to improve our practice and procedures.
- We believe that the group's activities should be open to all children and families, and to all adults committed to their education and care.
- 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.
- Meeting events and courses will take account of the needs of families with young children and will be designed to ensure all who wish to be involved in the organisation and management of our setting have an equal opportunity to do so.

Resources

- Our resources are chosen to promote positive images and role models which are not stereotyped.
- We provide equipment which reflects the diversity of our multi-cultural society.
- Equipment is selected to take into account the varying needs of children.
- Our provision, including the curriculum and room layout will be adapted, where necessary, to accommodate the differing needs of the children.

Curriculum

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- We plan our program to extend the children's experience and knowledge of other cultures, languages and celebrations.

- We ensure that the activities reflect the diversity of our society not just our setting.
- We encourage children to explore in a positive way the differences and diversity of people by ensuring the representations of people are accurate and realistic.
- Avoiding stereotypes or derogatory images in the selection of materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance.
- Ensuring that children who have English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.

At Cottage Pre-School practitioners should express their readiness to challenge stereotypes and misunderstandings as they emerge in play, conversation, books, or other contexts. This includes stereotypes about communities, families, languages, gender, special educational needs, disabilities, race, ethnicity, faith, or cultures. Settings should appreciate the diversity they encompass. Practitioners bring a wealth of knowledge from their diverse backgrounds that deserves celebration.