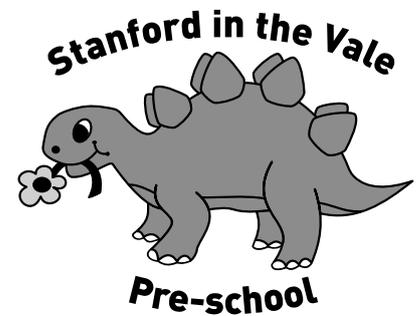


Recreation Ground
Huntersfield
Stanford in the Vale
Faringdon
Oxfordshire SN7 8LR



1.2.2 - EQUALITY AND DIVERSITY POLICY

Revised November 2017

Statement of Intent

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. 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 of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well being of children and can impact on their learning and attainment. Stanford Pre-school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- have a designated member of staff as our Equality and Diversity Co-ordinator (EDCo) : [Katie Amies](#);
- have a designated member of staff as our Special Education Needs Co-ordinator (SENCo): [Louise Collins](#);
- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- make inclusion a thread which runs through all of the activities of the Pre-school;
- challenge and eliminate discriminatory actions; and
- foster good relations between all communities.

Procedures

Admissions

Stanford Pre-school 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 can provide information in as many languages as possible if required.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Equality and Diversity Policy.
- We do not discriminate against a child or their family, or prevent entry to Stanford Pre-school, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
 - disability;
 - race;
 - gender reassignment;
 - religion or belief;
 - sex;
 - sexual orientation;
 - age;
 - pregnancy and maternity; and
 - marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We offer places to both boys and girls in the setting.
- We develop an action plan, where necessary, to ensure that people with impairments can participate successfully in the services offered by Stanford Pre-school and in the curriculum offered.
- We take action against any discriminatory, prejudice, harassing or victimising 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; or
 - 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 mannerism or how they speak.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying openly discriminatory xenophobic 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 explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the 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 DBS checks. This ensures fairness in the selection process.

- We monitor our application process to ensure that it is fair and accessible.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

Training

- 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 that 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.

Curriculum

The curriculum offered in Stanford Pre-school 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.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit where necessary to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments where funds allow;
- 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 in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals as appropriate;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs as appropriate;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children that speak 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 life and work with all families.
- We encourage children to contribute stories of their everyday life into the Pre-school.
- We encourage parents/carers to take part in the life of Stanford Pre-school and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means.

- Help and advice on the payment of fees and information regarding sources of financial support are available for those on low incomes and/or benefits.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
- We may help children learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them where appropriate.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of Stanford Pre-school.
- We seek to positively encourage fathers to be involved in the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation where required - to ensure that all parents have information about, and access to, the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review then annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

This policy was adopted at a meeting of Stanford in the Vale Pre-school Committee

Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	_____	