



## Equal Opportunities and Inclusion Policy

### **Statement of intent**

Barnett Wood Preschool takes great care to treat everyone as a person in their own right, with equal rights, whether they are an adult or a child. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy, or maternity, ethnic or national origin, or political belief have no place within preschool.

### **Aim**

We aim to provide a secure environment in which all our children can flourish, and in which all contributions are valued. We include and value the contribution of all families. We provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups, and people with disabilities. We strive to improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and make inclusion, a thread that runs through all the activities of the setting.

### **Admissions**

Our setting is open to all members of the community. The preschool:

- Advertises widely.
- Reflects the diversity of our community in our publicity and promotional material.
- Provides information in clear, concise language, whether in spoken or written form.
- Bases the admissions policy on a fair system.
- Makes sure that all parents are made aware of our equal opportunities policy.
- Does not discriminate against a child or their family, or prevent entry on the basis of colour, ethnicity, religion, or social background.
- Does not discriminate against a child with a disability or refuse a child entry because of any disability.
- Has developed an action plan so that people with disabilities can join in successfully in the services offered by the setting and in the curriculum offered.
- Will take action against any discriminatory behaviour by staff or parent/carers.
- Will act upon openly racist symbols, the distribution of racist material, name calling, or threatening behaviour.

### **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 of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 where this is necessary to allow the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to Enhanced Disclosure and Barring Service checks for the Children's Workforce and employment references. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to make sure it is fair and accessible.

### **Training**

- We source training opportunities for staff to allow them to develop anti-discriminatory and inclusive practices, which allows all children to flourish.
- We review our practices to make sure we are fully implementing our policy for equality, diversity, and inclusion.

### **Curriculum**

The curriculum offered in the preschool encourages children to develop positive attitudes about themselves and celebrate differences. This encourages children to empathise with others and to begin to develop the skills of critical thinking. We do this by:

- Helping children form a healthy identity and level self-esteem.

- Ensuring that children have equality of access to learning.
- Recognising the different learning styles of girls and boys, making appropriate provision within the curriculum so each child receives the widest possible opportunity to develop their skills and abilities.
- Positively reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the choice of books or other visual 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 hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and 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 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 preschool.
- 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 make sure they feel fully included.

### **Food**

- We work in partnership with parents to make sure 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.

### **Working with parents and carers**

- Barnett Wood Preschool believe that a positive relationship between parents and carers and the setting is very important in supporting children to reach their potential.
- We make time to listen to the expectations of parents and carers and to explain our procedures clearly and carefully, particularly when settling a child into the setting.
- When possible, we provide resources in languages other than English for parents and carers for whom this is not their first language.
- We are fully aware that parent/carers are their children's first educators and an important resource for preschool, especially in terms of information about their child.
- We need to work with them alongside their children, sharing the benefits of joint education.
- We value the contribution that parent/carers can make to the setting, we aim to make all parent/carers feel comfortable enough to share in the daily life of the group.

### **Discriminatory remarks or behaviour**

- As a staff team we aim to recognise and examine our own beliefs and prejudices, being conscious of the effect they have on our practice and seek to overcome them.
- We take all incidents of discrimination very seriously. If a staff member witnesses discrimination this should be logged on a discrimination log and reported to the manager.
- We aim to challenge overt prejudice and discrimination when it occurs in a way that is sensitive and constructive.
- We try to help the person who has offended to see what was wrong with what they did or said and to support them in making any changes.
- We will point out untrue statements in a sensitive way and give correct information.
- We regularly review practice and resources to make sure we are continuing to meet the individual needs of the children attending. Addressing equalities issues is an on-going process not a one-off activity.

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