



Crossways site:

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Play • Learn • Grow

Equality and Diversity Policy

Policy statement

First Step pre-school Ltd is committed to providing equality of opportunity and valuing diversity for all children and families. 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 has no place within Pre-school. A commitment to implementing our inclusion and equality policy will form part of each employee's job description and is contained in the code of conduct.

We aim to:

- Demonstrate the Pre-schools commitment to the quality of equal opportunities.
- Ensure that no child, or their family, is discriminated against or prevented entry to our setting on the basis of gender, ethnic origin, race, sexual orientation, marital status, family structure, nationality, age, disability or social grouping, such as a member of a travelling community or an asylum seeker.
- Provide a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the Pre-schools ability to provide the necessary standard of care.
- Continually improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity by ensuring regular training of staff.
- Make inclusion a thread that runs through all of the activities of the setting, encouraging positive role models, promoting non-stereotypical images, language and challenging all discriminatory behavior.
- Ensure all staff are aware of the DBS process as part of the Safer Requirement process. Recruit, select, train and promote individuals on the basis of occupational skills requirements. Pre-school will ensure that no job applicant or employee will receive less favorable treatment on the grounds of age, sex, gender reassignment, disability, marriage, or civil partnership, race religion, or belief, sexual orientation and pregnancy.
- Provide a secure and accessible environment where children can flourish and all contributions are welcomed and valued.

Procedures

Admissions

Our setting is open to all members of the community.

- We will never discriminate against a child or their family, or prevent entry to our setting, on the basis of race, religion, home language, family background, gender or disability and/or learning difficulty. See Admissions policy.
- We will liaise with other agencies to develop a plan to support children's learning and development.
- Through the Ethnic Minority Achievement Service (EMAS) we can offer a translator for parents/carers who have English as a second language.
- We gather full and accurate information about all children before they start to ensure that we can meet their needs to the best of our ability.

Employment

- Posts are advertised internally and externally.
- All applicants are assessed against the same criteria. Applicants are welcome from all backgrounds.
- Job descriptions include a commitment to promoting equality, recognising and respecting diversity. Each position is offered to the applicant who best meets the criteria for the post.
- We follow the DBS Code of Practice when handling and storing all confidential information. Having a criminal record will not necessarily bar you from working with us, this will depend upon the nature of the offence and when it occurred. We will take guidance from the Rehabilitation of Offenders Act 1974 and from Ofsted when making an employment decision. We discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment. See Employment Policy
- We act against any discriminatory behaviour by staff.

Training

- Training opportunities are discussed with staff to enable them to keep up to date with new developments, current research and appropriate practices. Information regarding Continuous Professional Development is kept in individuals file.
- Review of practices through staff meetings and supervisions/appraisals are to ensure that we are implementing the policy and promoting equality and valuing diversity and inclusion.

Curriculum

The curriculum at First Step Pre-school Ltd supports children's positive attitude towards themselves as well as others around them. Children are encouraged to develop knowledge, understanding and curiosity of their environment.

Our environment is as accessible as possible. If access to the setting is found to treat disabled children or adults less favorably than reasonable adjustments will be made to accommodate their needs. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure 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 selection of materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- adapting the curriculum to meet children's special educational needs and disabilities;
- helping children to understand that discriminatory behavior and remarks are 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;

Valuing Diversity in Families

- We value the diversity of family lifestyles 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.
- For families who speak languages in addition to English, we value the contribution their culture and language can offer.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- We are committed to working with parents/carers and other agencies.
- We do not tolerate discriminatory or offensive behavior from parents and /or families and will challenge any such behavior

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

Meetings

- Parents/carers are encouraged to be part of the running of Pre-school, meetings are in person or virtually. Minutes are available on request.

Legal framework

- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- SEND Code of Practice 2014
- Human Rights Act 1998
- Children and Families Act 2014

This policy was adopted at a meeting of _____ The Committee of First Step Pre- name of setting
School

Held on	<hr/>	(date)
Date to be reviewed	<hr/>	(date)
Signed on behalf of the management committee	<i>Signed copy can be viewed at pre-school</i>	
Name of signatory	<hr/>	
Role of signatory (e.g. chair/owner)	<hr/>	
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