

Equality and Diversity



PARKWAY PRE-SCHOOL

Aims

We will ensure that our service is fully inclusive in meeting the needs of all the 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, and some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment. Parkway Pre-School is committed to providing equality of opportunity and anti-discriminatory practice for all children and families and works in accordance with all relevant legislation.

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Include and value the contributions of all families to our understanding of equality and diversity.
- Provide non-stereotyping information about different ethnic groups and people with disabilities.
- Improve our knowledge and understanding of issues of equality and diversity.
- Challenge inappropriate attitude and practices.
- Make inclusion a thread which runs through all of the activities of the pre-school.
- Have a designated member of staff as our Special Educational Needs Co-ordinator: Melanie Canny

Methods

Admissions

Our pre-school is open to all members of the community.

- We base our admissions policy on a fair system.
- We do not discriminate against a child with a special educational need or disability.
- We ensure that all parents have access to our Equality and Diversity Policy.
- We develop an action plan which ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered.
- We act against any discriminatory behaviour by staff or parents.
- We do not discriminate against a child or their family, or prevent entry to the setting, on basis of a protected characteristic as defined by the Equality Act 2010.
- **These are:**
 - disability
 - race
 - gender reassignment
 - religion or belief
 - sex
 - sexual orientation
 - age
 - pregnancy and maternity
 - marriage and civil partnership.

Employment

- Posts are advertised and all applicants are judged against fair and explicit criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity and inclusion.

Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes 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 accessible to all visitors as far as possible. If access to the setting is found to treat disabled children and adults less favourably, then we will make reasonable adjustments where possible to remedy this.

We do this by: -

- Making children feel valued and good about themselves.
 - Respecting and recognising children's individuality and potential.
 - 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.
 - Discuss equality and diversity and special educational needs at staff meetings to ensure we are regularly monitoring and evaluating the effectiveness of our inclusive practices.
 - 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 as appropriate.
 - Creating an environment of mutual respect and tolerance.
 - Activities and the use of play equipment offering opportunities to develop in an environment free from prejudice and discrimination.
 - Helping children to understand that discriminatory behaviour and remarks are unacceptable.
 - Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities and differentiated in order to meet their individual needs as required.
 - Creating appropriate opportunities for children to explore, acknowledge and value similarities and differences between themselves and others.
 - Make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities. Differentiating the curriculum to meet children's special educational needs as appropriate.
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- 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 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 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.
- The pre-school offers a flexible payment system for families with differing means.

Festivals

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

- The children will be made aware of the festivals which are being 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 staff are not familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- Children will be encouraged to welcome a range of festivals together with the stories, celebrations, special food and clothing they involve, as part of the diversity of life.
- Children and families who celebrate at home festivals with which the rest of the pre-school is not familiar will be invited to share their festival with the rest of the group if they themselves wish to do so.

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 develop their self-respect and respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Additional Needs

The pre-school recognises the wide range of special needs of children and families in the community and will consider what part it can play in meeting those needs.

Food

- We work in partnership with parents to ensure that 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

- Meetings are arranged to ensure that all families who wish to, may be actively involved in the life of the pre-school.
- Information about meetings is communicated in a variety of ways, written and verbal, to ensure that all parents have information about access to the meetings.

Review September 2027