



# The Goslings Preschool

Registered Charity No. 1209514

## Equality, Diversity and Inclusion Policy

### Statement

The Goslings Preschool is committed to ensuring that our setting is fully inclusive in meeting the needs of all children and offers equal opportunities for all children, families and staff.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. Children may grow up in different family structures, live with foster carers or come from families who experience social exclusion and severe hardship, face discrimination and prejudice due to their ethnicity, disability and/or ability, the language they speak, their religious or personal beliefs, their sexual orientation or marital status. We understand that all of these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

**We are fully committed to anti-discriminatory practice, promoting equality of opportunity and valuing diversity for all children and families associated with our preschool.**

### Our Aims

1. Promote equality and value diversity within our preschool and maintain good relations with our local community.
2. Actively include all families and value the positive contribution they make to our preschool.
3. Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of differences.
4. Provide a secure and accessible environment in which every child feels safe and equally included.
5. Improve our knowledge and understanding of issues relating to anti-discriminatory practice.

### Procedures

#### **Admissions**

The Goslings Preschool is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based upon a protected characteristic.
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form, and will endeavour to provide information in another language if requested.
- We aim to reflect diversity in any publicity or promotional materials.
- We provide information regarding our provision for children with special educational needs and disabilities (SEND).
- We ensure that all parents are made aware of our Equality, Diversity and Inclusion Policy.

- We make reasonable adjustments to ensure that disabled children can participate successfully in the curriculum offered by the setting.
- We will not tolerate behaviour from an adult who demonstrates their dislike or prejudice towards individuals who are perceived to be from another country (xenophobia). Displays of opening discriminatory xenophobic and offensive or threatening materials, name calling or threatening behaviour are unacceptable on, or around, our premises. Such behaviour will be dealt with immediately and discreetly by asking the adult to stop their unacceptable behaviour immediately and inviting them to read and to act in accordance with this policy. Failure to comply may lead to the adult being excluded from the premises.

### **Employment**

- All posts are advertised and applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and all posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks, to ensure the selection process is fair.
- Our job descriptions include a commitment to promoting equality and recognising and respecting diversity.
- We monitor our application process to ensure that it is fair and accessible to all.

### **Training**

- We seek out training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices.
- We review our practices to ensure that we are fully implementing our Equality, Diversity and Inclusion Policy.

### **Curriculum and Environment**

- The curriculum offered in our setting encourages children to develop positive attitudes about themselves, as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.
- The environment should be accessible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then reasonable adjustments should be made to accommodate their needs.
- We ensure that our practice is fully inclusive by:
  - Creating an environment of mutual respect and tolerance.
  - Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
  - Positively reflecting the widest possible range of communities within resources.
  - Avoiding use of stereotypes or derogatory images within our books or any other visual materials.
  - Celebrating locally observed festivals and holy days.
  - When relevant, ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
  - Ensuring that disabled children with and without special educational needs are fully supported.
- We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:
  - Undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we will make reasonable adjustments to accommodate the needs of disabled children and adults.

- Fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

### **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 setting.
- We encourage mothers, fathers and other 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 encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- 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 wherever possible.
- 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.

### **Meetings**

- Meetings are arranged to ensure that all families who wish to, may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways; written, verbal and, where resources allow, in translation, to ensure that all parents/carers have information about, and access to, the meetings.

### **Monitoring and Reviewing**

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, diversity and inclusion.
- We provide a complaints procedure and a complaints summary record which parents can view.
- We have a duty to eliminate discrimination, to promote equality of opportunity, to foster good relations between people who share a protected characteristic, and those who do not.

*This Policy has been reviewed and agreed by The Goslings Management Team and Parental Committee.*