

The Strawberry Patch Nursery & Pre School
Equality of Opportunities
(Equality, Diversity and inclusion)
Policy

A unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 inclusive practice 1.3 Keeping safe	2.1 respecting each other 2.2 Parents as Partners 2,3 supporting and learning 2.4 Key Person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Policy

In our setting we ensure our service is fully inclusive in meeting the needs of all children especially those that arise from ethnic heritage, social and economic background, gender, ability or impairment. Our setting is committed to anti discriminatory practice to promote equal of opportunity and valuing diversity for all staff, children and their families, regardless of race, gender, impairment, religion, age, sexual orientation, children's rights, abilities, cultural and dietary needs, language and family group.

Procedure

- We aim to provide a secure and accessible environment in which al our children can flourish and in which all contributions are considered and valued.
- Improve our knowledge and understanding of issues of anti-discriminatory practice promoting equality and valuing diversity
- Make inclusion a thread that will run through all the activities of the setting.
- We actively promote non-stereotyping regarding gender roles, diverse ethnic and cultural groups and people with impairments.
- Information, written and spoken, will be clearly communicated in as many languages as necessary. Bi-lingual children and EAL adults are valued, and their languages and skills will be recognised and respected in our setting.
- The medical, cultural and dietary needs of children, families and adults working in the setting will be met.
- We plan our activities to extend the children's experience and knowledge of other cultures, languages and celebrations.
- We ensure that the activities reflect the diversity of our society not just our setting.
- We encourage children to explore in a positive way the difference and diversity of people by ensuring the representations of people are accurate and realistic i.e. dolls, puppets, models.

- Through the EYFS framework we follow at our setting we encourage children to develop positive attitudes about themselves as well as to other people who are different from themselves. It encourages our children to empathise with others and begin to develop the skills of critical thinking.
- Provide opportunities for children to receive the widest possible opportunities to develop their skills and abilities through their own learning styles.
- Discriminatory behaviour or remarks are unacceptable in our setting and will be challenged. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.
- We monitor our practice and have regular meetings to discuss and decide how to improve our practice and procedures.
- Meetings, events and courses will take account of the needs of who wish to be involved in the organisation and management of our setting have an equal opportunity to do so.
- Our staff are offered training opportunities to enable them to develop anti-discriminatory and inclusive practice.

INCLUSION

- We base our admissions on a fair system
- We welcome the diversity of family lifestyles and work with the families.
- We encourage parent/carers to take part in the life of the setting and to contribute fully.
- We do not discriminate against a child or their family, or prevent entry to our setting on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with impairment or refuse entry to our setting for any reasons relating to impairment.
- We seek to enable adults with impairments to take part in our setting where it is safe and reasonable to do so.
- We would make adjustments to the environment and resources to accommodate learning for physical and sensory impairments.
- We ensure that the EYFS framework we offer is inclusive of children with special educational needs and children with impairments
- If our setting was found to be less accessible to children or adults with impairments we would make reasonable adjustments to allow inclusive practise.
- We review our practices in our setting to ensure that we are fully implementing our policy for promoting equality valuing diversity and inclusion.
- We support children in acknowledging and expressing their cultural and religious identity by providing a wide range of appropriate resources and activities.
- We would ensure that all children have equality of access to play and learning.
- We aim to ensure EAL children have full access to the EYFS framework and are supported in their learning.
- We offer EAL family's means to ensure their full inclusion.
- Parents are kept informed of what is happening in the setting via a termly newsletter, emails, posters or communication from the key persons.

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.
- The applicant who best meets the criteria is offered the post subject to references and checks by the criminal Records bureau. This ensures a fair selection process.

Signed: _____

Review date: _____