

Cranford Equal Opportunities Policy

Valuing diversity and promoting equality.

Policy Statement

We will ensure that our service is fully inclusive in meeting the needs of all 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.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Challenge and eliminate discriminatory actions;
- Make inclusion a thread that runs through all of the activities of the setting; and
- Foster good relations between all communities.

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely
- We reflect the diversity of our society in our publicity and promotional materials.

- We provide information in clear, concise language, whether in spoken or written form.
- We base our Admissions policy on a fair system.
- We ensure all parents are aware of our valuing diversity and promoting equality policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the equalities Act 2010. These are:
 - Disability
 - Race
 - Gender reassignment
 - Religion or belief
 - Sex
 - Sexual orientation
 - Age
 - Pregnancy and maternity and
 - Marriage and civil partnership.

We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.

We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.

We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.

We take action against any discriminatory behaviour by staff or parents whether by:

- Direct discrimination – someone is treated unfairly because of a characteristic eg preventing a child of some racial group.
- Indirect discrimination - someone is treated unfairly by a general policy eg children must only speak English
- Association - someone is treated unfairly by association to someone else
- Perception – someone is treated unfairly by eg making assumptions about a person.

- Openly discriminating and offensive material, name calling, threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

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 exemption clauses in legislation to enable the service to best meet the needs of the community.

The applicant best suited to the position will be offered the post subject to DBS checks.

Job descriptions include a commitment to promoting equality and respecting diversity.

Training

We seek training opportunities for staff to enable them to develop anti-discriminatory and inclusive practice.

We ensure staff are confident in administering medicine

We review our policy for valuing diversity and promoting equality.

Curriculum

The curriculum offered encourages children to develop positive attitudes about themselves as well as people who are different from themselves. It encourages children to empathise and develop critical thinking.

Our environment is as accessible as possible for visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves and others
- Ensure children have equal access to learning
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.

- Making appropriate provision Recognising different learning styles of girls and boys
- Reflecting a wide range of communities in resources
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Adapting curriculum to meet special needs
- Help children understand that discriminatory behaviour is hurtful and unacceptable
- Helping children be inclusive when they have special needs and disability's.
- Ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensure that children are supported in the maintenance and development of their home language.

Valuing diversity in families

We welcome diversity of family lifestyles and work

We encourage all carers to take part in the life of the setting and to contribute fully.

We will develop means to offer full inclusion to families of an additional language.

We offer a flexible payment system for families of differing means

We encourage disadvantaged and under-represented groups to the setting.

Food

We ensure dietary requirements of children are met these can be medical, religious or cultural needs.

We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

Meetings

We positively encourage all parents and carers to be involved with the setting.

Information is communicated in a variety of ways – written, verbal and social media.

Monitoring and reviewing

So our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)