



Equality policy

Policy statement

Lechlade Little Learners are committed to ensuring that our provision is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs, and values. They may grow up in family structures that include one parent or two. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all 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 committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families who choose to use our setting. We aim to:

- Provide a secure and accessible environment in which our children can flourish and in which all contributions are considered and valued
- Include and value the contributions of all families to our understanding of equality and diversity
- To provide non-stereotyping information about gender roles, diverse ethnic and cultural groups, and disabled people.
- promote equality and value diversity within our provision and foster good relations with the local community
- actively include all families and value the positive contribution they make to our provision.

- improve our knowledge and understanding of issues relating to anti-discriminatory practice, promotion equality and valuing diversity
- make inclusion a thread that runs through all the activities of the setting

Procedures

Admissions

Lechlade Little Learners is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system. (*see admissions policy*)
- We reflect the diversity of our society in our publicity and promotional materials.
- We do not discriminate against a child or their family in our setting, including preventing their entry based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in as many languages as possible; whilst our standard forms are in English, we ask within our waiting list form and new child information form for families preferred language and then liaise with families' information's service, to enable translation of our literature.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Equality Policy.
- We develop an action plan to ensure that all children and their families can participate successfully in the services offered by the setting and in the curriculum offered.
- We act against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or

- o Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country.
- Displaying of openly discriminatory, Xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- We advertise any vacancies widely 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 the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to two references and checks by the Disclosure and Barring service (DBS). This ensures fairness in the selection process.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish. Staff cascade information from training courses to enable learning to be shared within the whole staff team.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our Equality policy.

Curriculum

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.

We ensure that our practice is fully inclusive by:

- making children feel valued and good about themselves
- ensuring that children have equality of access to learning
- undertaking an access audit to establish if the setting is accessible to all children
- adjusting 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; the setting's resource wish list includes additional resources which represent a variety of ethnicities and abilities
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
- celebrating a wide range of festivals
- creating an environment of mutual respect and tolerance
- differentiating the curriculum to meet all children's needs
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable; we support children in developing positive relationships by challenging negative or detrimental comments and actions towards peers or adults
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities (*see SEN policy*)
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- ensuring that children speaking languages other than English, are supported in the maintenance and development of their home languages
- we help children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities
- we encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language, and attitudes and challenging any discriminatory incident

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 may offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial help.
- We treat all children and their parents/carers with equal concern.

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.
- New families are asked for information regarding their dietary requirements/preferences within the registration form and this information is shared within the full staff team to ensure consistency in care.
- 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 mothers and fathers 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, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see. *(see complaints policy)*
- The Preschool manager and the Chairperson are responsible for ensuring that everyone involved in the setting comply with the equality and diversity policy.
- We will challenge any offensive behaviour, language, or attitudes with regards to race, ethnicity, nationality, class, religion, culture, language, age, sexual orientation, and disability.

This policy was reviewed November October 2024.

This policy is to be reviewed annually unless legislation requires before.