



[Tickton Pre-school and Play Pals,
Equality, Diversity and Inclusion Policy.](#)

[Valuing Diversity and Promoting Equality](#)

[Equal Opportunity](#)

[Implementing Equality.](#)

[Promoting British Values Policy.](#)

**Working in conjunction with the Early Years Foundation Stage Statutory Framework
(EYFS)**

Equality Act 2010.

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

[Unique Child](#)

[Positive Partnerships](#)

[Enabling Environment](#)

[Learning and Developing](#)

Including:

- Admissions
- Implementing equality
- Employment

Tickton Pre-school and Play Pals Equality, Diversity and Inclusion Policy

- **Training**
- **Curriculum**
- **Valuing diversity in families**
- **Food**
- **Meetings**
- **Monitoring and reviewing**

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone

Policy Statement

Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported at Tickton Pre-school and Play Pals.

Children develop and learn in different ways and at different rates. The EYFS framework covers education and care of all children in early year's provision, including children with special educational needs and disabilities.

We will ensure that our service is fully inclusive and meets the needs of all children and parents/carers. No one will be discriminated against, at Tickton Pre-school and Play Pals we value diversity and difference. Our setting is committed to anti-discriminatory practice. We promote equality of opportunity.

We provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.

We include and value the contribution of all families to our understanding of equality and diversity.

We provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.

We improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

We make inclusion a thread that runs through all of the activities and practices of the setting.

Procedures

Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate.

We promote and value diversity through our policies, procedures, information, advertising, provision, equipment and attitudes.

Inappropriate attitudes will be challenged through communication and if necessary in the case of staff and/or volunteers through our disciplinary procedure.

We encourage children to value and respect everyone through discussion, stories, play, role-play and provision provided.

We understand that all children learn in different ways and at different rates and that every child is unique, who is constantly learning and can be resilient, capable, confident and self assured.

Implementation of an early year's equality scheme:

Tickton Pre-school and Play Pals will have a named ENCO (Equality Named Co-ordinator) – Helen Turner.

The named ENCO will follow the Tickton Pre-school and Play Pals ENCO job description set out in the ENCO file

The ENCO will help promote, plan and co-ordinate anti-discriminatory provision for children and their families within the setting.

The ENCO must review the Tickton pre-school Equality check twice a year with a work party by holding an equality team meeting.

The ENCO must work in conjunction with the PLA (Pre-school Learning Alliance) booklets 'All Together Now' (implementing an early year's equality scheme and Guide to Equality Act and Good Practice) and the Equality Act 2010.

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 provide information in as many languages as possible.

Tickton Pre-school and Play Pals Equality, Diversity and Inclusion Policy

- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- 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 a disability or refuse a child entry to our setting for reason 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 disabilities 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. Displaying of openly discriminatory and possibly offensive materials, name calling, or 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.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible at all.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required to support children's care.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as 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 as accessible as possible for all visitors and service users. If access to the settings 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;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the setting is accessible to all children;
- Making adjustments to 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, e.g. recognising the different learning styles of girls and boys;
- Positively reflecting the widest possible range of communities in the choice of resources;
- 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 special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- 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.

Promoting British values:

As a setting, we must promote British and human values. Tolerance, love and respect of others. Sharing and caring.

- Democracy: Making decisions together.
- The rule of law: Understanding

Tickton Pre-school and Play Pals Equality, Diversity and Inclusion Policy

- Individual liberty and mutual respect: freedom for all
- Mutual respect and tolerance (treat others as you want to be treated).
- Tolerance of faiths and beliefs.

Staff must support children to understand these values.

Staff must observe and plan for children appropriately.

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 parents/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 ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We support children to learn about a range of food and 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 be involved in the setting can be (via the parent committee and/or fundraising committee)
- We organise regular coffee mornings and parent workshops to involve all families – enabling parents to network.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

The Equality Act 2010:

- The Equality Act - the basic framework of protection against direct and indirect discrimination, harassment and victimisation in services and public functions, work, education, associations and transport.
- The Equality Act provides protection for people discriminated against because they are perceived to have, or are associated with someone who has, a protected characteristic
- The Equity Act applies a uniform definition of indirect discrimination to all protected characteristics, harmonising provisions allowing voluntary positive action.

Provisions relating to disability:

- The Equality Act extends protection against indirect discrimination to disability, introducing the concept of “discrimination arising from disability” to replace protection under previous legislation lost as a result of a legal judgment, harmonising the thresholds for the duty to make reasonable adjustments for disabled people.
- The Equality Act extends protection against harassment of employees by third parties to all protected characteristics, making it more difficult for disabled people to be unfairly screened out when applying for jobs, by restricting the circumstances in which employers can ask job applicants questions about disability or health.

Age discrimination

The Equality Act 2010 includes provisions that ban age discrimination against adults in the provision of services and public functions. The ban came into force on 1 October 2012 and it is now unlawful to discriminate on the basis of age unless:

- the practice is covered by an exception from the ban
- good reason can be shown for the differential treatment ('objective justification')

Public sector Equality Duty

The public sector Equality Duty came into force across Great Britain on 5 April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

It also requires that public bodies:

- have due regard to the need to eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities

Legal Framework

- **The Equality Act**
- **EYFS**
- Childcare Act
- Children and Families Act
- Children's Act's 1989 and 2004
- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Children Act 1989, 2004
- SEND code of practice.

More information

legislation.gov.uk website