



Valuing Diversity and Promoting Inclusion and Equality

St Marks Pre-school is committed to ensuring that the service it offers is fully inclusive in meeting the needs of all children.

The pre-school recognises that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. The pre-school recognises that all families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. The pre-school understands that all these factors can affect the well-being of children within these families and may impact on children's learning, attainment and life outcomes.

St Marks Pre-school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. The pre-school aims to:

- Promote equality and value diversity within its everyday running, and foster good relations with the local community.
- Actively include all families and value the positive contribution they make to the pre-school.
- Support a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms.
- Provide a secure and accessible environment in which every child feels safe and equally included.
- Improve pre-school practitioners' knowledge and understanding of issues relating to anti-discriminatory practice.
- Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;
 - marital status;
 - pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - religion or belief.
- Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the pre-school or need different support from the pre-school.

Admissions

At St Marks Pre-school we are open and accessible to all members of the community. We:

- Base our Admissions Policy on a fair system.
- Do not discriminate against a child or their family in our service provision, including preventing their entry to the pre-school based on a protected characteristic as defined by the Equality Act (2010).
- Advertise our pre-school provision widely.
- Provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever possible).
- Reflect the diversity of our community and wider society in pre-school publicity and promotional materials.
- Provide information on the pre-school's offer of provision for children with special educational needs and disabilities.
- Ensure that all parents are made aware of the pre-school's Valuing Diversity and Promoting Inclusion and Equality Policy.
- Make reasonable adjustments to ensure that children with additional needs can participate successfully in the pre-school and in the curriculum offered.
- Take action against any discriminatory, prejudicial, harassing or victimising behaviour by pre-school practitioners, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic;
 - indirect discrimination – someone is affected unfavourably by a general policy;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability;
 - association – discriminating against someone who is associated with a person with a protected characteristic; and
 - perception – discrimination on the basis that it is thought someone has a protected characteristic.
- Will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- The display of openly discriminatory xenophobic and possibly offensive or threatening materials, name-calling or threatening behaviour are unacceptable on, or around, the pre-school 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

- St Marks Pre-school advertises vacant posts, and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.

- The pre-school 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 references and suitability checks. 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.
- The Pre-school Manager and relevant committee members monitor our application process to ensure that it is fair and accessible.

Training

- St Marks Pre-school seeks out training opportunities for practitioners and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- The Pre-school Manager and relevant committee members ensure that practitioners are confident and fully trained in administering relevant medicines to children with medical needs when these are required.
- Practices are reviewed to ensure that the pre-school is fully implementing its policy for Valuing Diversity and Promoting Inclusion and Equality.

Curriculum

The curriculum offered at St Marks Pre-school encourages children to develop positive attitudes about themselves as well as about people who are different from them. The pre-school encourages the development of confidence and self esteem, empathy, critical thinking and reflection.

The pre-school ensures that 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;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that children with additional needs with and without special educational needs are fully supported; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

The pre-school will ensure that the environment is as accessible as possible for all visitors and service users. St Marks Pre-school does this by:

- undertaking an access audit to establish if the setting is accessible to all children and adults with disabilities. If access to the setting is found to treat children or adults with disabilities less favourably, then the Pre-school Manager and Committee will make reasonable adjustments to accommodate their needs; and
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing diversity in families

The pre-school:

- welcomes the diversity of family lifestyles and works with all families;
- encourages children to contribute stories of their everyday life to the setting;
- encourages mothers, fathers and other carers to take part in the life of the setting and to contribute fully;
- develops means to encourage the full inclusion of families who speak languages in addition to English;
- offers a flexible payment system for families experiencing financial difficulties and offers information regarding sources of financial support; and
- takes positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

The pre-school:

- works in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met wherever possible; and
- helps 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 be involved in the running of the setting may do so.
- The pre-school positively encourages fathers to be involved in the setting, especially those fathers who do not live with the child.
- 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 St Marks Pre-school's policies and procedures remain effective, the pre-school monitors and reviews them annually to ensure the implemented strategies meet the pre-school's overall aims to promote equality and inclusion and to value diversity.
- St Marks Pre-school will provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- St Marks Pre-school has regard to the duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school

Also see:

Admissions
Fees
Safeguarding

British Values
Intimate Care
Supporting Children with SEN

Confidentiality
Promoting Positive Behaviour