**Equality of Opportunity**  

**1.11 Valuing diversity and promoting equality**

Policy statement

At Mayfield Preschool we do our upmost to ensure that we are as fully inclusive in meeting the needs of all our children and their families. In today’s society, we realise that those in our care come from diverse backgrounds and can have very different beliefs and ideals. With social, economic, cultural, ethnic and religious experiences all playing a part in who someone is we aim to provide a non-discriminatory practice where the children in our charge are treated equally. We hope to foster a good working relationship between the preschool and all our families, and will endeavour to seek outside guidance and expertise when needed.

**Procedures**

*Admissions*

* Our Preschool is open to all children aged 2 to 4 in the local and wider community.
* We advertise our service widely including through our website <http://www.mayfieldpreschool.co.uk>
* We do not discriminate in our admissions process, ensuring we stay true to the Equalities Act 2010 (do not penalise based upon 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 reason relating to disability.
* Staff are committed to training to learn about children’s additional needs.
* We take action against any discriminatory behaviour by staff or parents whether by:
* Direct discrimination – someone is treated less favourably because of a protected characteristic e.g preventing families of some racial groups from using our services
* Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English whilst at pre school
* 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
* Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.

*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 the exemption clauses in relevant legislation to enable the service to best meet the needs of the community – for example, requiring certain certification levels.
* The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Baring Service (DBS), ensuring fairness and suitability.
* All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

*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.
* We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

*Curriculum*

* The curriculum we offer at our Preschool encompasses all areas, encouraging PSHE values of empathy, sharing and treating others with respect and as you would expect to be treated.
* We work on engaging the children with one another and the activities around them, providing opportunities for critical thinking and access to all types of learning through our continuous provision.
* **Prevent Duty:** As part of our wider safeguarding duties, Ofsted require the Preschool, under section 29 of the Counter Terrorism Act 201, to have a duty of care in identifying ‘children who may be vulnerable to radicalisation’ and to ensure that all staff know how to proceed if they are identified. Should staff be concerned for any child in our care, they can work in conjunction with our named safeguard leads and follow the procedures within this policy. Within our daily practice at Mayfield Preschool, we try to create a setting that feels safe and nurturing to all children, respecting individuality and keeping in mind ‘The Fundamental British Values’ as embedded in the 2014 Early Years Foundation Stage. We promote elements of safety throughout our daily routines, using the personal, social and emotional development guidelines to ensure all children are moving on in their knowledge and understanding of how and why we can keep safe – also helping them to learn to manage risk, make good choices and safe choices.
* In line with the Fundamental British Values guidance, in which staff have been trained, our environment, interaction and expectations of the children act to treat all with the same expectations and empathy – making them aware of our ‘Golden Rules’ at Preschool
	+ Ensuring children feel valued about what they are doing
	+ Children are praised for their personal achievements
	+ Learning is celebrated
	+ Children learn to use kind hands and words with all their peers and adults around them
	+ Clear values of mutual respect for one another
* Our expectations of The Fundamental British Values and explanation of what Prevent is have been made explicit to our parents through emails and presentation, and information is on our website to support them at home.
* Throughout the year we celebrate a range of religious festivals – often inviting local people in to speak with the children and share photos and how they celebrate.
* We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning, contacting TEALS if needed.

*Valuing diversity in families*

* We welcome the diversity of family lifestyles and work with all families.
* We encourage children to share ideas about their everyday life, and for parents to use Tapestry to share in celebrations or family news that they feel relevant in their child’s learning journey.
* 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.

*Food*

* We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met – asking on registration forms for these details and having clear conversations with parents at our open mornings.

*Meetings*

* We are governed by a committee which consists of parents and staffs, all parents are given the opportunity to join our committee via invitation to our AGM’s in October.
* We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child. e.g. we will add their email address to our mailing list, to ensure they receive all correspondence.
* information about our committee is communicated in a variety of ways – and our ‘committee news’ is sent out termly to ensure parents feel involved. Parents are invited along to regular events, maintenance mornings and our AGMs.

*Monitoring and reviewing*

* The people who review our Inclusion/diversity practices are our manager and the chair of our committee, also our SENCO and who regularly attends local cluster meetings and relevant training.
* To ensure our policies and procedures remain effective we will monitor and review them annually, or when governing legislation dictates.
* We provide a complaints procedure and a \*Complaints Summary Log for parents to see upon request.
* Complaints of a confidential nature will be treated sensitively under legislative guidance.

*Legal framework*

* The Equality Act 2010 (previously made up of 9 Acts including Disability Discrimination Acts 1995 and 2005 and Race Relations Act 1976).
* Children Act 1989,2004
* Special Educational Needs and Disability Act 2001