

# Holmes Chapel Community Pre-school

Holmes Chapel Primary School, Middlewich Road, Holmes Chapel,  
Cheshire CW4 7EB



Registered Charity Number 1017112

Member of the Pre-school Learning Alliance

## Equality, Inclusion and Valuing Diversity Policy

Holmes Chapel Community Pre-school believes that our setting's activities and experiences should be open to all children and families, and to all adults committed to their education and care. We will ensure that our service is fully inclusive in meeting the needs of all children, including those that arise from their ethnic heritage, social and economic background, gender, ability or disability.

We aim to:

- provide a secure and accessible environment in which all 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 ethnic and cultural groups and disabled people
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- make inclusion a thread that runs through all of the activities of the setting

The legal framework for this policy is:

- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001
- 2014 Children and Families Act
- Special educational needs and disability code of practice: 0 to 25 years - 2015
- Working Together To Safeguard Children 2018

In order to meet our legal duties, promote equality and inclusion in our setting and value diversity we follow these procedures:

### 1. Admissions

- Our setting is open to all members of the community.
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form.
- We will endeavour to provide information in other languages as necessary.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.

- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of race, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a disabled child, or refuse a child entry to our setting for reasons relating to disability.
- We will develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered, as necessary.
- 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 accordingly.

## **2. Employment**

- 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 Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality and recognising and respecting diversity as part of their specifications.

## **3. 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 intimate care procedures, as necessary.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## **4. Curriculum and environment**

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.

We aim to provide an environment which is accessible for all visitors and service users and we will make reasonable adjustments to the setting as necessary.

Examples of our approach include:

- making children feel valued and good about themselves
- when necessary we undertake an access audit to establish if the setting is accessible to all children
- making reasonable 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
- 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 children’s special educational needs
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning

#### **5. 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.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support - please see our Policy on Payment of Fees.

#### **6. Food**

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

#### **7. Meetings**

- Meetings are scheduled to ensure that we accommodate the varying needs of families who wish to be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways – written and verbal - to ensure that all parents have information about and access to the meetings.

#### **8. Monitoring and reviewing**

- To ensure our policy and procedures remain effective we will monitor and review them periodically to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.

Please refer to The Prevent Duty and Promoting British Values document for further information.

Last Review Date: March 2020