



# Equality, Diversity and Inclusion Policy

## 2024-2025

All staff have a responsibility to ensure equality of access and opportunity and valuing diversity for all children and adults with whom they have contact on a day-to-day basis. This includes the staff in the preschool, the children and families attending, volunteers and students. We ensure that our service is fully inclusive in meeting the needs of all children, particularly those defined in The Equality Act 2010 such as: from their ethnic heritage, social and economic background, gender, ability or disability.

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage states that 'Children should be treated regardless of race, religion or abilities', it includes,

- Equality of access for all
- Social Inclusion for all
- Life choices are widened- not restricted
- Talents are fostered- not suppressed
- No one experiences disadvantage or discrimination
- Stereotypes are challenged by staff
- All forms of bullying and harassment are condemned and challenged
- Individual and community needs are responded to in a sympathetic and imaginative manner.
- Individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled.
- The principle of equity applies.

We aim to provide consistent implementation of the policy which will therefore ensure that the preschool provides, for the children, families and staff, a non-discriminatory environment where individual differences are acknowledged and valued. The policy will identify for parents and the wider community the preschool's approach to equal opportunities, making clear that discrimination against individuals on the grounds of difference will not be tolerated and will be challenged in a constructive manner.

### Staff must:

- Provide a secure and accessible environment in which all 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 the activities of the setting.
- Celebrate a wide range of festivals.
- 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.

### To implement these:

- We are open to all members of the community.
- We base our admissions policy on a fair system.
- We ensure all our parents are aware of our equal opportunities policy and all other relevant policies.
- We do not discriminate against a child or their family or prevent entry to our setting based on colour, ethnicity, religion or social background.
- We do not discriminate against a disabled child or refuse a child entry to the nursery for reasons relating to disability.
- We act 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.



### **What is discrimination?**

To discriminate against an individual is to favour or disadvantage them based on difference. Preschool staff recognise that discriminatory attitudes towards others can manifest as a result of many different factors. Difference such as religious belief, ability, ethnicity, cultural and linguistic background, gender and social group are some of the factors which may give rise to discriminatory behaviour. Under the Equality Act 2010 we make reasonable adjustments to include children with SEND and do not discriminate against or harass children with SEND.

All staff in the preschool are always required to work with due regard to the need to ensure equality of access and opportunity. They are required to recognise that the children attending are individuals, with varying needs, backgrounds and previous life experiences. Staff are required to work closely with parents and carers to recognise these different needs as well as having contact with other agencies and with the wider community and care should be taken to care and value their contributions.

The curriculum offered at Enchanted Wood Preschool 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.

Each religion is unique, and each family's religious beliefs are important to them. Preschool staff are required to monitor the family beliefs of the children attending and reflect these beliefs through the curriculum planned and through resources.

The ethnic origins of children, families and staff will always be reflected through appropriate use of resources, displays and books which offer positive images of an ethnically diverse society. Children will be allowed everyday access to such learning materials, which will offer them the opportunity to view themselves and others positively in varied and relevant situations.

All the staff at Enchanted Wood Preschool will ensure that the children are given relevant opportunities to appreciate and respect cultures other than their own. Children entering the preschool speaking English as an additional language will receive relevant support with resources appropriate to their needs, such as books and play equipment, acquired and used.

Staff in the preschool recognise that many different combinations of adults and children constitute a family and that parenting styles may vary between families. Staff will respect parents' different approaches and will be non-judgemental in their attitudes. Resources chosen and used in the preschool will offer non-stereotypical images, reflective of various social backgrounds of the children attending.

Children entering the preschool will have individual strengths and weaknesses which staff will identify and support. Where a place is requested at the preschool for a child with identified special needs, staff will review with the family the appropriateness of the service available to ensure that the preschool is able to provide fully for that child's needs. Children with specific needs, for example with a physical or sensory impairment, or with a learning difficulty, will receive relevant support to ensure they are able to access the full breadth of learning activities and experiences offered. Children who are exceptionally able in a particular area or areas will be supported in developing their skills, whilst being encouraged to benefit from a balanced and full curriculum which will all aspects of their development. Staff will support all children regardless of ability in developing a positive self-image and sense of self-worth and will help them to co-operate in their work and play with others, reflective of their age and stage of learning.

All children attending Enchanted Wood Preschool will be treated equally and fairly regardless of their gender. Activities and learning equipment will be made easily accessible to boys and girls and will be planned and chosen to ensure this. All staff in the preschool, as well as parents will be discouraged from favouring children on the grounds of gender and care will be taken to ensure that language used does not reinforce and therefore perpetuate gender stereotypes.

All staff and other adults have responsibility to provide an environment which is free from discrimination and prejudice for children. Through this, children will develop and grow confident of their own self-worth and positive towards the differences they see in others. To achieve this, the preschool staff are required to challenge in a constructive fashion any instances of discrimination and other adults are requested to draw to staff's attention any areas where they may have concerns.