



Equal Opportunities & Diversity Policy

Statement of Intent

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through all of the activities of the pre-school.

Legal Framework

The legal framework for this policy is:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 2008
- Children Act 1989; and 2004 (Every Child Matters)
- Childcare Act 2006
- Disability Discrimination Act (DDA) 2010
- Special Educational Needs and Disability Act 2001/2014 (regulations)
- The Equality Act 2010 combined with the Equality Act 2006
- SEND code of practice: 0 to 25 years 2015

Methods

Admissions

Our pre-school is open to all members of the community, and we:

- advertise our service widely.
- reflect the diversity of members of our society in our publicity and promotional materials.
- provide information in clear, concise language, whether in spoken or written form.
- provide information in as many languages as possible.
- base our admissions policy on a fair system.
- do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- ensure that all parents are made aware of our equal opportunities policy.
- develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

- The curriculum offered in the pre-school encourages children to develop positive attitudes 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 do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

EAL, Ethnic Minorities, Travellers, Refugees & Asylum Seekers

We have a Language Tracker which will be used in class and monitored termly to check the progress of your child's Speaking Listening and Understanding.

Things we already do

- We make cultural books that are specific to the children. We send a form home for parents to fill out in their native language for us to make into a folder book, with pictures and information about their culture.
- We have story books from different cultures and in different languages in the classrooms.
- During different cultural events and holiday, we try to have food at snack time specific to that culture and holiday.
- Encourage parents to attend to read stories from their culture.
- We cater to culture and religious dietary requirements.
- Pictures in classroom relating to their culture.

What would we do?

- Learn about their culture and gather information, stories to share in the classroom.
- Display boards of cultures their / culture

With regards to English as an Additional Language and additional needs. The only time a child with English as an Additional Language would be considered as having additional needs would be if they are unable to communicate and speak in their native language. We would then contact EMTAS (Ethnic Minority, Traveller Achievement Service) to help us.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

Meetings

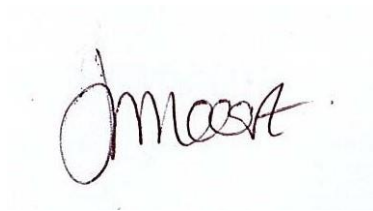
- Meetings are arranged to ensure that all families who wish to, may be involved in activities that are run by the pre-school or Friends of Stockton House School.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about access to the meetings.

Coordinators

Our Equality and Diversity Coordinators are **Jenny Moore** and **Jeanette Davidson**.

Review

This Policy has been reviewed and updated on 31st July 2025 by

A handwritten signature in black ink, appearing to read 'Jenny Moore', is centered on a light blue rectangular background.

Jenny Moore, BA EYPS
Early Years' Manager
Stockton House Pre-School