



DIVERSITY, INCLUSION AND EQUALITY POLICY

St George's Pre-School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Responsible:	Pre-School Manager
Date of Review:	September 2018
Date of Next Review:	September 2020

VERSION CONTROL

Date	Change
September 2018	Unchanged policy moved to new format

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At Connect Schools Academy Trust we recognise that all members of the Trust's community have equal rights to develop their potential and be treated as an individual with their own abilities, backgrounds, differences, attitudes and experiences and recognise the contribution made by the community by all individuals.

We recognise that discrimination is unacceptable and breaches of the policy will lead to disciplinary proceedings and, if appropriate, disciplinary action.

The policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance and in particular any relevant Codes of Practice. The pre-school manager is responsible for ensuring that all staff are aware of their responsibilities and trained appropriately to take action in cases of unlawful discrimination.

We will maintain a neutral working environment in which no worker or child feels under threat or intimidated.

The principles underpinning this policy are:

- No job applicant, employee or pupil is discriminated against either directly or indirectly on the grounds of race, colour, creed, nationality, ethnic or national origin, religious belief, political opinion or affiliation, sex, marital status, sexual orientation or disability
- The policy will be made available for all employees and made known to all applicants for employment
- The policy will be communicated to all private contractors and providers reminding them of their responsibilities towards the equality of opportunity
- All pupils have a right of access to all areas of setting life regardless of gender or ethnic origin, social group, ability or disability, religion or creed
- All members of the setting community have a responsibility to show tolerance, respect and understanding to others and actively promote the equality of opportunity at all times
- Stereotyping and prejudice of other people's social customs, behaviour, religious beliefs and personal preferences will be challenged and positive images presented
- The setting recognises its responsibilities under the Equality Act 2010, Race Relations Act 1976 and the Race relations (Amendment) Act 2000, Sex Discrimination Act 1995, The Human Rights Act 1998, Trade Union Reform and Employment Rights Acts 1992, Special Educational Needs and Disability Act 2001, Employment Equality Acts 2003 and 2006, Gender Recognition Act 2004, Educations Acts 1996 and 2004, the Disability Discrimination Act 2005, the Age Discrimination Act 2006 and the Equality Act 2006 to eliminate discrimination and promote good race relations
 - The wearing of racist badges or dress or the promotion of racist sentiments will not be tolerated in any form
 - Every child should have opportunities to achieve the highest possible standards
 - Every child should be helped to develop a sense of personal identity
 - Every child should develop a sense of personal responsibility, and be receptive and respectful towards the identity of others

- Every child should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society

The aims of this policy are:

- provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued;
- to promote equality and value diversity within our setting and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote 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 our 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 service or need different things from the service.

Current practice ensures:

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.

- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - 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; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- Displaying of openly discriminatory and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises 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

- We advertise posts 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.
- **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 our job descriptions include a commitment to promoting equality, and recognising and respecting 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 our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.

- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.

We ensure that our 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 disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

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 mothers, fathers and other 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 encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- We positively encourage 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 our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have 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.

Links to other policies

SEND Policy

Staffing Policy

Admissions Policy

Code Of Conduct for Staff policy