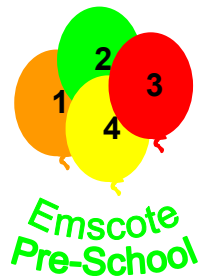


EMSCOTE PRE-SCHOOL LTD

Equal Opportunities and Inclusion Policy



Statement of Intent

We aim to be fully inclusive in meeting the individual needs of all the children at the pre-school. We recognise that the children and their families come from many diverse family structures and backgrounds and that all families have needs and values that arise from their social, economic, ethnic and cultural or religious backgrounds. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and wellbeing of all our children matter.

This policy helps to ensure that the pre-school promotes the individuality of all our children, irrespective of ethnicity, age, disability, gender or background.

Emscote Pre-School Ltd works in accordance with all relevant legislation including:
Disabled Persons Acts 1958, 1986 Race Relations Amendment Act 2000
Sex Discrimination Act The Children Acts 1989, 2006
Equality Act 2010

Admissions (Refer to Admissions Policy)

The pre-school is open to every family in the community. We base our admissions policy on a fair system where children are admitted in order of their date of birth.

Employment

- Any vacancies are advertised, and applicants are welcome from all backgrounds.
- The pre-school will appoint the best person for the job and all applicants are judged against a fair criteria.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- All job applications include a commitment to promoting equality
- We monitor our application process to ensure that it is fair and accessible

Anti-Discriminatory Practise

We do not discriminate against a child or their family or prevent entry to our setting on the basis of a protected characteristic as defined by the Equalities Act 2010. We take action against any discriminatory behaviour by staff or parents whether by:

- Direct discrimination- someone being treated less favourably due to a protected characteristic
- Indirect discrimination – someone being affected unfavourably by a general policy e.g. not being able to use their home language in the setting
- Association – discriminating against someone who is associated with a protected characteristic
- Perception – discrimination against someone that is thought to have a protected characteristic e.g. assuming someone is gay by their appearance

Promoting Equality of Opportunity

Emscote Pre-School aims to be an inclusive pre-school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. 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 contributions of all families to our understanding of equality and diversity
- Improve our knowledge and understanding of issues of anti-discriminatory practise, promoting equality and valuing diversity
- Challenge and eliminate discriminatory actions
- Make inclusion a thread that runs through all of the activities of the setting
- Foster good relations between all communities

Teaching and Learning

At Emscote Pre-School we achieve educational inclusion by;

- continually reviewing what we do to consider if all our children are developing in their learning to their individual ability
- monitoring any differences in the achievements of different groups of children and change practises if necessary
- considering what we are doing for those children who we know are not achieving their best
- considering if we are successful in promoting racial harmony and preparing children to live in a diverse society
- monitoring each child's attainment and planning individual activities to ensure that all children learn and achieve
- adapting resources or activities as appropriate to enable each child access to them regardless of their ability or disability

Staff ensure children –

- Feel secure and know their contributions are valued
- Appreciate and value the differences they see in others
- Are given support to understand about any discriminatory behaviour or use of discriminatory language that is displayed by them and how to behave appropriately
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have challenging targets that enable them to succeed
- Are encouraged and given support to participate fully and make progress regardless of special educational need, disability or medical need.

(refer to Special Educational Needs Policy)

- Have any reasonable adjustment made to the provision to meet the needs of all children by providing extra staff, where possible, or adapting resources to meet those 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 ensure their full inclusion
- We offer a flexible payment system for families of differing means.

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

Monitoring and Reviewing

To ensure our policies and procedures remain effective we will monitor and review them regularly to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity. We provide a complaints procedure which parents are advised of, details of which are on our notice board.

This policy works in conjunction with the following policies:

Admissions Policy

Policy for Special Educational Needs

Staff Employment Policy

This policy was adopted at a meeting of the pre-school held on 01/05/2025

Signed on behalf of the pre-school

Denise Day (Director)

Designated people responsible for this policy- LAURA ROBBINS

Review Date: May 2026