



Rainbow Teddies Pre-school Policy Document

Equality of Opportunity and Inclusion Policy

Safeguarding & Welfare Requirements:

9) Equal Opportunities (*Admissions/Families/Festivals/Addition-Special Needs/Discriminatory Behaviour/Language*)

3) Staff Qualifications, Training, Support and Skills (*Employment*)

4) Key Person (*The Educational Programme/Curriculum Planning*)

8) Safety and Suitability of Premises, Environment and Equipment (*resources*)

6) Health (*Food and Dietary Requirements/Health and Medication*)

10) Information and Records (*Record Keeping/Monitoring and Evaluation*)

EYFS Key Themes and Commitments:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

This policy was adopted at a meeting on:

Review Date:

Signed: on behalf of the Management Committee

Print Name: Position:

Signed: Pre-school Manager



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Equality of Opportunity and Inclusion Policy

Rainbow Teddies Pre-school is committed to providing equality of opportunity for all children and families in accordance with the relevant government legislation, including:

The Equality Act (EA) 2010- which simplifies and consolidates previous equality legislation, such as: Disability Discrimination Act 1995, Race Relations Amendments Act 2000 and Sex Discrimination Act 1986 Children Act 2004

Further information on current legislation can be found at: www.education.gov.uk and www.homeoffice.gov.uk and www.legislation.gov.uk

- We believe that the pre-school's activities should be open to all children and families, and to all adults committed to their welfare.
- We aim to ensure that all who wish to work in, or volunteer to help with, our pre-school have an equal chance to do so. If anybody feels this is not the case then they should approach the pre-school Manager and/or the Chair who will attempt to resolve the problem to the satisfaction of all (see *Open Door Policy*)
- 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. These are: disability; race; gender reassignment; religion or belief; sex; sexual orientation; age; pregnancy and maternity; and marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - 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. assuming someone is gay because of their mannerism or how they speak.



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- 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.

Admissions

- The Pre-school will be open to every family in the community (see *Admissions Policy*)
- Families joining Rainbow Teddies Pre-school will be made aware of its *Equal Opportunities and Inclusion Policy* by an abridged version included in our Information Booklet.

Employment

- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and will appoint the best person for each job; we will treat fairly all applicants for jobs and all those appointed.
- No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or belief system.
- Consideration will be given to the needs of the staff regarding any disability. Where possible, the physical environment will be adjusted to provide appropriate access to the classrooms and facilities.
- Commitment to implementing the pre-school's *Equal Opportunities and Inclusion Policy* forms part of the job description for all workers.
- The pre-school Manager operates a system of regular monitoring/appraisals of the staff in order to fully support the work that they do and to encourage progress in their personal professional development.
- The Management Committee is responsible for the annual appraisal of the pre-school Manager.
- Money is set aside in the annual budget to cover the cost of training.
- The allocation and quality of training will be monitored by the pre-school Manager.
- All staff will be encouraged to be pro-active within the pre-school and all staff opinions will be valued and considered- this will be achieved by offering: meetings at times which reflect the needs of the staff (If necessary the times will be alternated to meet the needs of all the staff).
Opportunities to contribute to: Planning and Key working (informal notes/daily discussions) staff meetings and Management Committee Meetings
- Staff pay will give consideration to the demands of Key working, administrative duties and meetings outside of session hours.
- The Special Educational Needs Coordinator (*SENDCo*) will receive a set payment for duties undertaken under this role.



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- Staff will be contracted to attend set hours but consideration will be given to genuine absences and other demands which may affect those working hours.
- We will ensure that the composition of the local community will be reflected in the staff we appoint by monitoring gender and ethnic background.

Families

- The pre-school recognises that many different types of family successfully love and care for children
- The pre-school recognises that parents/carers are a child's first and most enduring educators; the aim of Rainbow Teddies Pre-school will be to support their essential work, not to supplant them.
- The pre-school will acknowledge and respect the wishes of the parents/carers regarding their own families beliefs and cultures.
- The pre-school staff and Management Committee will respect the opinions and thoughts of the families who attend the pre-school.
- The pre-school offers a flexible payment system for families. If a family still experiences difficulties then they may contact the Committee Treasurer who will consult with the family to work out an agreeable arrangement for the payment of fees (see *Fees Policy*).
- To enable the majority of families to access meetings, we will endeavour to arrange them at suitable venues and times and give appropriate, prior notice.
- All families will be encouraged and invited to become involved with the pre-school- this may be through joining the Management Committee, attending a Helper Rota or helping out generally with washing and/or specific events.

Festivals

- Our aim will be to show respectful awareness of all the major events in the lives of the children and families in the pre-school, and in our society as a whole and to welcome the diversity of backgrounds from which they come.
- We aim to acknowledge festivals which are celebrated in our area, alongside those which are celebrated by families involved in our pre-school.
- Staff will at all times maintain the difference between personal beliefs and factual statements.
- Without indoctrination in any specific faith, children will be made aware of festivals that will be being celebrated by their own families or others. They will be introduced where appropriate to the stories and practices behind the festivals, such as experiencing particular foods, clothing etc.
- Before introducing a festival with which the adults in the pre-school may not themselves be familiar, appropriate advice will be sought from people to whom that festival will be a familiar one.



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The Educational Programme/Curriculum Planning

- All children will be respected and their individuality and potential recognised, valued and nurtured.
- Activities and the use of play equipment will offer children opportunities to develop in an environment free from prejudice and discrimination.
- Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.
- A child's individual needs will be met through a well-planned, broad and balanced educational programme/curriculum.
- Reasonable adjustments will be made to allow children with disability/impairment to access activities/experiences, alongside their more able peers; If additional resources are required the pre-school will either fund these purchases or pursue other financial help to do so.
- If it is felt that a child's needs cannot be met in the pre-school without the one-to-one support of an adult, funding will be sought to employ an individual who can fulfil the role.
- Children's opinions will be valued and considered. The staff will support children in exploring their feelings and attitudes, through the building of trusting relationships with them and through a carefully considered educational programme.
- Children will be praised appropriately and their achievements will be celebrated.
- Children will be encouraged to become independent learners by being given opportunities to problem solve, choose and make decisions.
- We operate a Key Person system ensuring each child and family has one particular staff member who will be the main point of contact for liaison/discussion. The Key Person will be responsible for recording observations and sharing the child's on-going record of progress/achievements with parents/carers- it may be necessary to change Key Person as the child progresses through the pre-school.
- The needs, interests and aptitude of all children will be observed and these criteria will be discussed at 'Key Person' meetings, which will then inform our educational programme (curriculum planning)
- All sessions will be well planned giving regard to the age and stage of development of the children present.
- Through careful curriculum planning we aim to cater for the needs of all children.
- The beliefs of individual families will be recognised and respected.



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Record Keeping

- Parents will have the opportunity to discuss their child's progress and access their child's 'Learning Diary' at any time during the school year- regular, more 'formal' parent/carer meetings are offered throughout the school year.
- Any concerns that staff has regarding a child's development will be discussed with the parents/carers as soon as possible in order to facilitate the best support/ care for the child.
- All records and information will remain confidential. (See *Confidentiality Policy*)
- Children will be monitored by a variety of observation methods; parents/carers permission is sought for this when a child initially joins our setting (*Child Information Booklet*)
- Each child will have a 'Learning Diary', which is a record of their progress/achievements over the period of time that they attend Rainbow Teddies Pre-school
- The 'Learning Diary' will contain information gathered from pre-school/home and (where appropriate) other early years settings, which a child may attend alongside Rainbow Teddies Pre-school- some children may also have an 'Individual Support Plan' (ISP).
- Children's progress will be discussed at regular Key Person meetings and the needs of the children will be reflected in the planning.
- The staff will ensure that children are encouraged to access particular activities to support their development. This will be carefully monitored by the staff.
- Parents will be invited to discuss their child's progress regularly. The comments and opinions of the parents will be considered and incorporated into the child's records as appropriate.
- When necessary and in collaboration with parents/carers, we will work in liaison with professionals outside of the pre-school, including: therapists, health visitors, psychologists, social workers, paediatricians and portage workers, in order to best meet the individual needs of particular children.
- Rainbow Teddies Pre-school gives due regard to its legal responsibilities, within the statutory framework of the 'Early Years Foundation Stage' (*revised version- April 2017*)

Resources

- All resources will be available to all children giving regard to safety and age appropriateness.
- These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society.
- Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.



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Special/Additional Needs

- Rainbow Teddies Pre-school recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting those needs. (See *Special Educational Needs and Disability Policy*).
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- Planning for pre-school meetings and events will take into account the needs of people with disabilities. (See *Special Educational Needs and Disability Policy*).

Discriminatory behaviour/remarks

- These will be regarded as unacceptable from either adults or children connected with the pre-school.
- Rainbow Teddies Pre-school believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them.
- Children will be free to develop their play and learning without fear of being hurt physically or emotionally hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
- All adults will endeavour to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the Pre-school will praise and endorse desirable behaviour such as kindness and willingness to share
- Adults should be able to work and operate without fear of being hurt physically or emotionally hindered by anyone else. We aim to work in an atmosphere and environment, in which adults exercise self-discipline and where they are encouraged to build their own self-esteem within the framework of trusting and professional working relationships; where mutual respect and common courtesy are the expectation.
- The response to discriminatory behaviour/remarks will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.
- Rules governing the conduct of the pre-school and the behaviour of the children will be discussed and agreed within Rainbow Teddies Pre-school and will be available to all.
- Adults will be aware of the boundaries of acceptable behaviour and operate within these boundaries.
- All adults in the Pre-school will ensure that the rules will be applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- The response to any such instances will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices. (See also *Anti bullying- The child Policy* and *Anti bullying- Adult Policy*).



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Language

- We will ensure that the existence of Rainbow Teddies Pre-school will be widely known in the local community.
- We will place notices advertising the Pre-school in a variety of places- in this way we hope to ensure that all sections of the community will be able to see the notices. If appropriate, we will display them in more than one language.
- Information, written and spoken, will be clearly communicated in as many languages as necessary.
- Bilingual children and adults will be valued and their languages recognised and respected in the pre-school.
- Children and adults will be encouraged to contribute to the pre-school activities/experiences, such that cultural diversities can be celebrated.
- Any child with English as a second language will be monitored carefully to ensure that the child's learning and play opportunities are appropriately supported.
- If it is felt that a child's linguistic needs cannot be met in the pre-school then we will seek support from the appropriate external agencies.
- Where necessary, staff will attend training to support the needs of individual children.

Food and Dietary Requirements

- All snacks provided will be nutritious and pay due attention to the children's particular dietary requirements.
- Children's medical and personal dietary requirements will be respected. Special requirements will be noted in the snack area and made known to all staff.
- A variety of multi-cultural and international snacks will be offered, especially on topic based occasions. This will ensure that children from all backgrounds encounter familiar tastes and that all children have the opportunity to try unfamiliar foods.
- The dietary rules of religious groups and also of vegetarians/vegans will be known and met in appropriate ways.



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Health and Medication

- Rainbow Teddies Pre-school promotes a healthy lifestyle and a high standard of hygiene in its day-to-day work with children and adults.
- Reference policies for: *Health and Safety* (includes administering medication) and *Managing Life Threatening Allergies*.
- Parents/carers will have the opportunity to discuss health issues with Rainbow Teddies Pre-school staff and will have access to information available to the pre-school.
- Rainbow Teddies Pre-school will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies as appropriate (see *Equality of Opportunity and Inclusion Policy* and *Additional Needs Policy*)
- Children will be encouraged to develop a sense of autonomy and independence regarding their own personal hygiene, however parents will be consulted over any issues regarding individual support requirements (see *Toileting Policy*)
- In respect for a child's privacy and protection of staff, changing of clothes will take place in the cubicle (in cloakroom).
- Where necessary, staff will undertake training in order to administer medication or manage a particular medical need. 'Health Care Plans' will be put in place in collaboration with parents/carers and other professionals where appropriate

Monitoring and Evaluation

- All policies will be reviewed on a regular basis and; when local or national legislation dictates.
- Information, written and spoken, will be clearly communicated in as many languages as necessary.
- Bilingual children and adults will be valued and their languages recognised and respected in the pre-school (see *Equality of Opportunity and Inclusion Policy*)
- Rainbow Teddies Pre-school is committed to continually monitoring, reviewing and improving its provision/service and regularly seeks input/feedback from: staff, committee, parents/carers and children who attend. We also seek advice/support from outside agencies such as: the Early Years Team and the Inclusion Support Team. We have an *Open Door Policy* and send out regular feedback/questionnaires for parents/carers and children- this helps us to identify areas for improvement and informs the setting's 'Self Improvement Plan' (SIP).