



## Magdalene Preschool Equality and Diversity Policy

Magdalene preschool is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment free from discrimination for everyone in our community. We actively promote equality of opportunity, tolerance, fairness and anti-discriminatory practice towards all children, families, members of staff and volunteers.

We accept our duty to try to eliminate discrimination and to promote equality of opportunity and good race relations. All staff and children at the setting are entitled to an environment free from harassment and discrimination, as outlined in this policy.

We are open to children of all cultures, religions, linguistic backgrounds and abilities. All children are treated as individuals with equal concern, in order that they should feel equally valued regardless of their gender, disability, religion, nationality, ethnic or national origins. All staff work to encourage each child's self esteem and respect for others by promoting the positive values of diverse cultural identities through anti-racist activities and resources.

Magdalene preschool is aware that some children have disabilities/additional needs and we are proactive in ensuring that appropriate action be taken when such a child is identified or admitted to the provision. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development in partnership with parents/carers and other relevant parties.

We are committed to the integration of all children with disabilities/additional needs and comply with the current Special Educational Needs (SEN) code of practice, the Special Educational Needs and Disability Act 2014, and the Disability Discrimination Act.

Magdalene preschool also believes that children with disabilities/additional needs have a right to play, learn and be able to develop to their full potential alongside other children.

We will do all we can to ensure children with disabilities/additional needs have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

Our equal opportunities procedures aim to help everyone involved in the setting to counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.

We will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, gender orientation and disability towards staff, parents/carers, children and visitors.

Complaints and challenges regarding our anti bias practice will be seen as a positive part of the settings development towards being an equal opportunity setting

We recognise that the active involvement of parents/carers in the development and monitoring of our Equality & Diversity policy is vital to its success as set out in the Partnership with Parents/Carers policy. As such, we will both welcome and encourage parents and carers to get involved in the running and management of the setting, and to comment on the effectiveness of its policies and procedures.

### Policy Objectives:

- To ensure that all children attending the setting have equal access to activities that will support and extend their knowledge and experiences in all areas of learning and development
- To identify children with disabilities/additional needs as early as possible through continuous observation, assessment and tracking
- To ensure that any child with a disability/additional need has access to all areas of the Early Years Foundation Stage offer
- To keep parents/carers informed and encourage them to work in partnership with us

## Equal Opportunities Procedures

To realise our objective of creating an environment free from discrimination and welcoming to all, we will:

- Ensure that all children, including those with learning difficulties and disabilities, will be included and supported – with reasonable adjustments made for them.
- Ensure each child, parent and staff member knows that they are valued, and that their background (culture and religion) is understood, respected and reflected
- Ensure that our services are open and available to all parents/carers and children in the local community.
- Ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, gender orientation and disability do not inhibit a child from accessing our services.
- Treat all children and their parents/carers with equal concern and value.
- Have regard for promoting understanding, respect and awareness of diversity and equal opportunities issues in planning and implementing the setting's programme of activities.
- Promote the positive values of diverse cultural identities through anti-racist activities and resources.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- Encourage positive role models displayed through toys, imaginative play, resources and materials that promote non stereotyped images. Books will also be selected that promote and encourage such images
- Encourage all children to access all areas of learning and participate in all activities; activities are planned to reflect the interests of the range of children
- Ensure that our recruitment policies and procedures are open, fair and non-discriminatory.
- Endeavour to recruit a staff team that reflects the make-up of the setting's local community.
- Ensure that all members of staff, children and their parents/carers are aware of, and understand, the policies and ethos Equality and Diversity policy as it relates to all aspects of its work.
- Encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident, according to the provisions set out in the Staff Disciplinary & Grievance Procedures and the Behaviour Management.
- Treat seriously any member of staff found to be acting, or have been acting, in a discriminatory way, according to the provisions of the Staff Disciplinary & Grievance Procedures policy.
- Work to fulfil all the legal requirements of the Sex Discrimination Act 1975, the Disability Discrimination Act 2005, the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000.
- We will ensure that our childcare practice is regularly reviewed in order to remove those practices which discriminate unfairly on the grounds of gender, culture, religion or sexuality.
- Ensure the services we offer will support opportunities for staff to recognise discrimination, seek to address areas of inequality, promote understanding and awareness

We have a Special Educational Needs Co-ordinator is: **Alicia Zawada** Deputy **Sarah Antelo**

The manager will also be responsible for ensuring that the Equality and Diversity policy is implemented and that its effectiveness is regularly monitored. They will be responsible for ensuring that:

- Staff receive appropriate training and staff supervision

Our policies and procedures will be kept under review to ensure they do not operate in a discriminatory manner or in any way against our commitment to equal opportunities.

## **Identification of Children with Disabilities/Additional Needs and Support**

We have an appointed member of staff as the Special Educational Needs and Disability Co-ordinator to manage provision for children with disabilities/additional needs. This individual is fully trained and experienced in the care and assessment of such children.

All staff are responsible for identifying children's needs and supporting their learning. Any concerns will be discussed with the SENCO in consultation with the parent/carers.

All members of staff will also be expected to assist the Special Educational Needs and Disability Co-ordinator in caring for children with disabilities/additional needs.

The child's key person is responsible for maintaining observations, record keeping and assessments of a child's progress in all areas of learning and development. It is also their responsibility to identify any areas of additional needs and inform the SENCO.

Detailed records of progress are maintained by the Key Person working closely with the Special Educational Needs and Disability Co-ordinator. Regular progress/tracking reviews will be made.

Detailed and accurate observations, tracking and assessments of children's progress are regularly made and properly recorded.

Staff work together with parents/carers as partners to give day to day care for the child. Parents/carers will be given support by the staff team. Parents/carers are consulted on a continuous basis and information exchanged regarding their child's progress.

All children will be treated as equals and are encouraged to participate in every aspect of the setting.

All children will be involved in the daily activities eg: outdoor play.

Wherever possible we will promote positive images of those with disabilities/additional needs.

We will ensure that all staff are aware of all legislation, regulations and other guidance on working with children with disabilities/additional needs.

Children with disabilities/additional needs are fully considered when activities are being planned and prepared.

We will liaise with other agencies and seek advice, support and training for all staff as is necessary.

## **Preventing Racial Harassment and Discrimination**

Proactive steps can be taken to prevent racial harassment and discrimination, and we believe that this is more effective than tackling a situation once it has already occurred. Therefore, alongside the procedures outlined later in this policy to deal with incidents of racial harassment and discrimination, the setting will:

- Ensure that all children are valued, irrespective of their race, colour, nationality or ethnicity.
- Encourage individuals to treat each other with respect, regardless of their race, colour, nationality or ethnicity.
- Acknowledge the existence of racism in society and take steps to promote harmonious race relations in our community.

- Promote good relations between different ethnic groups and cultures within the setting and in the wider community.
- Ensure that different cultural and religious needs are met, understood and communicated to all individuals involved in the setting.

## Examples of Racial Harassment and Discrimination

Racial harassment and discrimination can manifest itself in a variety of ways, some overt and others much less so. Some examples of unacceptable behaviour include:

- The use of patronising words or actions towards an individual for racial reasons, including name calling, insults and racial jokes.
- Threats made against a person or group of people because of their race, colour, nationality or ethnicity.
- Racist graffiti or any other written insults or the distribution of racist literature.
- Physical assault or abuse against a person or group of people because of their race, colour, nationality or ethnicity.

All staff and children will be encouraged to take responsibility for promoting racial tolerance and for protecting each other from racial harassment and discrimination by reporting any suspected incident to the manager or another responsible person.

## Magdalene preschool as an Employer

As an employer, we are committed to ensuring that the workforce reflects the multicultural community that it serves. We will:

- Advertise job vacancies in a variety of media sources and outlets and in a variety of places.
- Investigate any allegation of racial discrimination or harassment according to the provisions of the Staff Disciplinary Procedures, Equality and Diversity and Behaviour Management policies.
- Collect and monitor information about the ethnic background of the staff team and children.

## Addressing Racial Harassment and Discrimination

If a member of staff or a child becomes aware of an incident of racial harassment or discrimination occurring at our setting, they will be encouraged to report the incident to the manager or other senior member of staff.

Any allegation made against a member of staff or a child will be investigated thoroughly. The individual concerned will be told that such behaviour will not be tolerated at our setting, and that steps will be taken to ensure that it does not happen again.

Each incident will be fully investigated and details will be recorded in a separate section of the Incident Record Book.

In the case of **children**, incidents will be reported to their parent/carer and a course of action agreed upon to resolve the situation, in accordance with the provisions of the Behaviour Management policy; however, if a solution cannot be found, then the setting may have to inform the child – and their parent/carer – that they are no longer able to attend sessions at our setting and their name removed from the register.

In the case of **staff**, provisions within the Staff Disciplinary & Grievance Procedures policy will be activated and a record of the incident will be kept and made available to statutory authorities if appropriate.

The manager is responsible for ensuring that all incidents are handled both professionally and sensitively. All incidents will be kept confidential, with initials being used in the place of names in the Incident Record book. In cases where the manager is involved in an allegation, the Registered Person will handle the incident, or nominate a senior member of staff in their place.

In all cases, continued racial harassment or discrimination from any individual will result in exclusion from the setting, where all other efforts have failed to provide a satisfactory resolution.

**Legislation / guidance that informs this policy**

Equality Act 2010

The Sex Discrimination Act 1976

The Race Relations Act 1968

The Children's Act 1989, 2004

The Disability Discrimination Act 1995, 2005

UN Convention on the Rights of the Child 1998

Race Relations Amendment Act 2000

The Special Educational Needs and Disability Discrimination Act 2001 (2014)

The Childcare Act 2006

Signed on behalf of the Management Committee.....

Date.....

