



Martlesham Playschool, At Gorseland School, Deben Avenue,
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PLEASE DO NOT REMOVE

EQUALITY, INCLUSION AND DIVERSITY POLICY

The Pre-school Learning Alliance is committed to helping Playschool provide equality of opportunity for all children and families. As a member of the Alliance:

Martlesham & Kesgrave Playschools work in accordance with all relevant legislation, including

- Equality Act 2010
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

We believe that the playschool'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 playschool have an equal chance to do so.

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families

Admissions

The playschool is open to every family in the community. Children can start playschool when they are 2 years old. We base our admissions policy on a fair system.

Families joining the playschool are made aware of its equal opportunities policy.

We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.

We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.

We do not discriminate against a disabled child or refuse a child entry to our setting for reasons relating to disability or learning difficulties.

We develop an action plan to ensure that all individuals 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. 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

Families

The playschool recognises that many different types of family successfully love and care for children.

The playschool offers a flexible payment system for families with differing means.

Employment

The playschool will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

Commitment to implementing the playschool's Equal Opportunities policy will form part of the job description for all workers.

Posts are advertised 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 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 checks by the Criminal Records Bureau. This ensures fairness in the selection process.

All job descriptions include a commitment to valuing 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 staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment 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.

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

The environment should be accessible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then reasonable adjustments should be made to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities; e.g. recognising the different learning styles of girls and boys
- positively reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
- celebrating a wide range of festivals
- creating an environment of mutual respect and tolerance
- differentiating the curriculum to meet children's special educational needs

- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

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 parents/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 and offer information regarding sources of financial support.

Festivals

Our aim is to show respectful awareness of all major events in the lives of children and families in the playschool, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this, we aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the playschool:

- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the playschool are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- Children and families who celebrate at home festivals with which the rest of the playschool is not familiar will be invited to share the festival with the rest of the group, if they themselves wish to do so.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebration and special food and clothing they involve, as part of the diversity of life.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Material 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.

Individual Needs

Our Special Educational Needs Co-ordinator (SENCO) is Carmen Crane.

The playschool recognises the wide range of individual needs of children and families in the community, and will consider what part it can play in meeting these needs. This includes care plans, IEPs, SEN, dietary needs and allergies etc, which are reviewed on a regular basis.

Planning for playschool meetings and events will take into account the needs of people with individual needs

Discriminatory behaviour/remarks

These are unacceptable in the playschool.

The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

Language

Information, written and spoken, will be clearly communicated in as many languages as necessary.

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, and of 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 the running of the setting.

Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

To ensure our policy and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.

We provide a complaints procedure

This policy was adopted at a meeting of	Martlesham & Kesgrave Playschools	
Held on (date)		
Signed on behalf of the Management Committee		
Role of signatory (e.g. chairperson etc.)		
This policy was reviewed on		(date)