

Equality of opportunities Policy and Procedure



We believe in valuing and celebrating the diversity within our community. We aim to develop good practice and positive attitudes in the early years, and encourage an anti-discriminatory approach to the world in general and other human beings in particular. We believe that all people should have equal opportunities to learn, develop and grow with dignity in a community of mutual respect.

Aim

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities,
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity,
- Make inclusion a thread that runs through all of the activities of the setting.

Little Oaks Equality of Opportunities Co-ordinator is- Miss J McCartan

Little Oaks- SENCO is- Miss J McCartan

Methods

- The Equal opportunities policy is made available to all parents and carers.
- Parents who are experiencing problems with the English language, both spoken or written, are offered support.
- Every effort is made to use the child's first language. When this is not feasible the setting involves other agencies for advice and assistance wherever possible.
- Every effort is made to obtain suitable specialist equipment, aids or resources.
- Reasonable adjustments are made to the premises to cater for anyone with any form of disability.

Our practice

- The equal opportunities policy applies to every staff member, parent, carer and child. Each person is valued as an individual, with differing social, intellectual and cultural backgrounds. Different needs, likes, dislikes, similarities and differences are respected and accounted for.



- Nobody at the setting is subjected to discrimination, racist comments or gender bias. Cultural or religious diversity is respected.
- We hold a discussion with parents before their child starts the setting to establish any concerns about their child's specific emotional, medical, cultural or religious needs. This takes place during the induction process. The parent's contribution is recorded and relayed to other members of staff.
- We value parents as their children's first educators, and staff work closely with parents to share information, experiences, conversation and quality time, thus promoting positive role models for their children.
- We celebrate a variety of festivals and special events each year from cultures represented within our community and outside.
- We monitor activities on a regular basis to ensure that every child has freedom of choice, time for discovery, and support, when it is necessary.
- 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 asylum seeker.

Employment

- Applicants are welcome from all backgrounds and posts are open to all.
- 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.
- We monitor our applicant process to ensure that it is fair and accessible.

Curriculum

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.

We do this by:

- Making children feel valued and good about themselves,
- Ensuring that children have equality of access to learning,



- Recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities,
- 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,
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable,
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities,
- 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.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Staff training

- We give the opportunity to attend courses to staff who:

Have identified an area in which they wish to improve their own knowledge and expertise.

Have been identified through an inspection or an in-house appraisal as having a training need.

Want to further their own personal development.

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- We expect all staff to behave in a professional manner, follow the above policy and try to be consistent, sensitive and fair. We expect them to challenge others who make inadvertent racist, sexist or insensitive remarks.

Equipment

- We purchase, organise and monitor equipment, toys, books and resources to reflect diversity in the immediate and wider society. We display positive images of differing races, cultures, religions, social groups, physical abilities and disabilities and gender in and around the setting.
- We complete an equality action plan which identifies resources needed for the setting.