



Meadow Drive, Horringer, Suffolk, IP29 5SB
Tel: 01284 735181 E: manager@horringerpreschool.co.uk
Charity: 1164658

Equality and Diversity Policy

Horringer Pre-school is committed to providing a welcoming environment where every child and their family is valued and respected.

We aim to promote positive attitudes to diversity and difference from all adults and children. We feel that it is important for the children to value and respect others and this will be supported and extended by positive role models and a caring, learning environment with opportunities to interact and explore rich and diverse resources and experiences.

We work in accordance with all relevant legislation including:

- Equalities Act 2010
- Asylum and Immigration Act 1996
- Disability Discrimination Act 1995
- Childrens Act 1989, 2004
- Special Educational Needs and Disability Act 2001
- Early Years and The Disability Discrimination Act 1995

Statement

Horringer Pre-school is committed to treat all children in our care, their families and staff working at the setting with equal concern and to respect their cultures and beliefs. We will ensure our practice is inclusive and will adapt it, when necessary, to meet the needs of all children, families and staff, ensuring anyone wishing to become



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part of the setting has the equal opportunity to do so.

All staff and committee members are selected solely on the basis of their relevant skills, aptitudes and abilities and are given equal opportunities to train and develop. We are strongly committed to challenge and take positive action to remove any discrimination in all aspects of our working practice. We strongly encourage and support staff to act as positive role models to children by displaying and promoting welcoming, respectful behaviour, language and attitudes and challenging any discriminatory incidents.

At Horringer Pre-school we will:

- Be welcoming, ensuring each child and adult is greeted in a friendly manner, in the way best suited to them.
- Treat each child as an individual, with equal concern. Staff will listen to children's concerns, ideas and views giving all children the opportunity to give input in group or individual situations.
- Every child is encouraged to develop and learn without prejudice. If a child, adult or member of staff behaviour will be made clear immediately, by means of explanation rather than personal blame, while being sensitive to the feelings of the victim(s).
- Give every child equal chances to develop. By continually observing and recording the children's development we are able adapt activities accordingly to either extend the child's learning or make it more accesible.
- Take into account each child's age and stage of development, gender, race,



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religious beliefs, home language and any disability and use this information to help with daily planning.

- Help children to learn about cultures different from their own through multicultural activities and resources, food, books and posters displaying different cultures, backgrounds and abilities, acknowledging festivals and celebrations.
- Encourage children to develop a sense of their own identity and culture. We welcome parents/carers and children to share experiences and stories from their own backgrounds and adapt our planning to share important events. If we as a Pre-school lack knowledge on a child's culture we will seek advice from the family and research through books and internet.
- We will challenge any offensive behaviour, language or attitudes.
- We will challenge any discriminatory incident according to the protocols set out in the Staff Disciplinary Procedures.
- Ensure all play activities reflect positive and accepting attitudes by ensuring all are encouraged to participate in activities, adjusting our own to meet everyone's needs.

We will ensure we are made aware of all children's changing needs by building good relationships and lines of communication with parents/carers, through:

- New parents/children visits and meetings.
- Making time each day for informal chats with parents.
- Be available for more formal, confidential meetings when required (appointments by request).
- Setting up regular parent's meetings.



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- Ensuring all parents are aware of and can become involved in the running of Pre-school and are informed of dates and times of meetings (information on parents' notice board or via email).
- Parents/carers are asked on registration forms about specific needs of their child and a form sent out periodically.

Child questionnaire is given to every parent in the New Parent Pack.

General questionnaires are sent out periodically, feedback relayed to parents and an action plan put into place.

Agreed by Trustees on: _____

X

Stephanie Page
Manager and Trustee

X

Rebecca Dodman
Chair Person and Trustee