



# Young Discoverers Pre-school

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*A community project on behalf of South Hill Centre  
the charity wing of South Hill Church,  
for two and a half year olds to school entry.*



## Equality of Opportunity

### 1.13 Valuing diversity and promoting equality

#### Policy Statement

As a Christian pre-school, Young Discoverers value the abilities and characteristics that children, families and our staff bring to our setting. It is our aim to support parents in the care of their families and provide a secure, happy, nurturing and inclusive environment in which children can grow, learn and develop.

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.

Young Discoverers provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;

- We value the contribution of all families to our understanding of equality and diversity and will include these when they are not in conflict with our Christian values.
- Young Discoverers provide a positive non-stereotyping environment in regards to gender roles, diverse ethnic and cultural groups and disabled people;
- We aim to improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion and common human values a thread that runs through all of the activities of the setting.



- As a Christian pre-school we celebrate Christian festivals (eg Christmas and Easter), a prayer is said at the end of each session.

## **Procedures**

### Admissions

Our setting is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- Parents are informed how to view our policies before their child starts at Young Discoverers.
- 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 child with a disability or refuse a child entry to our setting for reason relating to disability.
- All reasonable adjustments and additional support is given in line with the SEND code of practice to enable people with disabilities to participate fully in the life of the pre-school and engage with the EYFS curriculum.
- We take action against any discriminatory behaviour or harassment 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, in accordance with the Equality Act 2010.

### Employment

- All applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references, eligibility to work and checks by the Disqualification and Barring Service. This ensures fairness in the selection process.

### Training

- Training is given to all staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enables all children to flourish.



- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## 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.

Our environment is as accessible as possible for all visitors and service users. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making reasonable 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;
- 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 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.

## 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.
- All children are welcome to contribute to the prayers said at the end of each session. Children are welcome to say their own prayers.

#### *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.

#### Parent Partnership

- Parents are encouraged to contribute to the pre-school community by attending special events and celebrations, and through volunteering to help with activities eg reading in their home language and attending parent coffee mornings.
- Information is communicated to parents / carers in a variety of ways - written, verbal, e-mail, text and where possible in translation - to ensure that all parents have access to information.

#### Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide parents with an opportunity to contribute their ideas and observations annually when completing the parent questionnaire.
- Young Discoverers will endeavour to find a solution to complaints. For more information please see policy 1.10 Making a complaint.

#### **Legal framework**

- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004



- Children and Families Act 2014

This policy was adopted by

Young Discoverers

On

1 September 2015 (date)

Signed

Name of signatory

Mrs Karen Keene

Role of signatory

Manager

