



## Putnoe Woods Equality, Diversity and Inclusion Policy and Procedures

### Introduction

Putnoe Woods Pre School believes that everyone has a right to have their own individual needs, beliefs and experiences respected and valued. It is our commitment to ensure that we provide equality of opportunity and anti discriminatory practice for those who enter the pre school including children, their parents or carers, staff and visitors. We welcome all individuals to Putnoe Woods irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

This, in turn, creates an environment where diversity is positively reflected throughout our practice and encourages the children to acknowledge and celebrate the differences of our pre school community and the world in which we live.

#### *The EYFS seeks to provide*

- *Equality of opportunity and anti discriminatory practice ensuring every child is supported*

#### *The Statutory Framework for the Early Years Foundation Stage 2014*

Putnoe Woods is committed to providing equality of opportunity and anti discriminatory practice within an inclusive environment that has regard to:

- Disability Discrimination Act 2005
- Equality Act 2010
- SEND Code of Practice
- United Nations Convention on the Rights of the Child 1989
- Childrens Act 1989 / 2004
- Childcare Act 2006
- Human Rights Act 1998



- The Prevent Duty 2015

Our Equality and Diversity Policy ensures that as a pre school we are committed to combating all forms of prejudice and eliminating all forms of unfair discrimination and we do not make judgements or assumptions. It is the intention of the pre school that no potential or actual pre school user, whether child, adult or member of staff, will receive less favorable treatment on the grounds of national or ethnic origin, color, religion, gender, disability, sexual orientation, age or marital status. It is about how we celebrate and value all individuals, enjoy and celebrate ourselves, customs and beliefs and that we develop a sense of belonging within the pre school.

At Putnoe Woods Pre School we value and believe that all children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to achieve to the highest standards and experience challenging and enjoyable learning experiences by learning through play taking into account their individual interests life experiences, needs, cultures and beliefs.

#### *United Nations Convention on The Rights of The Child*

*'These rights are based on what a child needs to survive, grow, participate and fulfil their potential. They apply equally to every child regardless of who they are or where they are from'*

#### *UNICEF*

*'human rights are founded on the respect for the dignity and worth of each individual regardless of race, gender, language, religion, opinions, wealth or ability and therefore apply to every human being everywhere'*



## Equality, Diversity and Inclusion

Within Putnoe Woods Pre School we consider it essential that we are able to provide a suitable environment that ensures and promotes inclusive practice without compromise.

Inclusion within the pre school embodies the values, policies and practice that supports the right of every child, their families and carers, employees and visitors. Inclusion is about the attitudes and beliefs we hold and the way in which we think about people.

Therefore the desired results of inclusive experiences for children, with and without disabilities, and their families and carers include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential within the pre school environment.

It is these beliefs and attitudes that influence the practice within Putnoe Woods and the provisions we make and aspire to.

Putnoe Woods Pre School aim to:

- 1.1 Provide a secure environment in which all children can flourish and in which all contributions are cherished
- 1.2 Include and value the contribution of all families to our understanding of equality and diversity
- 1.3 Provide positive, non-stereotyping information about different ethnic groups and people with disabilities
- 1.4 Improve our knowledge and understanding of issues of equality and diversity
- 1.5 Make inclusion a thread which runs through all of the activities of the nursery
- 1.6 Create an environment in which children, their families and carers, employees and visitors feel safe and unthreatened
- 1.7 Foster a positive atmosphere of mutual respect and trust
- 1.8 Ensure that employees, parents and carers and visitors within the pre school are seen to behave in a manner which demonstrates mutual respect and are a positive role model



1.9 Diminish the displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour which is unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the person to stop using the unacceptable behaviour. Failure to comply may lead to the person being excluded from the premises as stipulated in Putnoe Woods Terms and Conditions

The staff at Putnoe Woods actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality. We are able to make this a reality through the attention we pay to the different groups of children within our nursery and welcome admissions from all members of our community:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support with English as an additional language
- Gifted and talented children
- Bisexual and Transgender parents
- Travellers and asylum seekers
- Looked after children
- Vulnerable groups of children

The service provided by Putnoe Woods Pre School is advertised widely within the local community and via our website.

### Admissions, Promotions and Access

2.1 We reflect the diversity of members of our society in our publicity and promotional materials

2.2 We provide information in clear, concise language, whether in written or spoken form

2.3 We base our admissions policy on a fair system



2.4 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 the travelling community or an asylum seeker

2.5 We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are: disability; race; gender reassignment; religion or belief; sex; sexual orientation; age; pregnancy and maternity; and marriage and civil partnership.

2.6 We do not discriminate against a child with a disability or refuse a child entry to our nursery because of any disability

2.7 We are unprejudiced to diversity in individuals both children and adults, and therefore all types of person may participate in an appropriate manner in our nursery

2.8 We make sure that all parents are aware of our Equality, Diversity and Inclusion policy

2.9 Putnoe Woods Pre School is a single site building and entrance to the building is through the main entrance, which is level and suitable for wheelchair access

3.0 Play rooms are accessed by corridors from which there is also wheelchair access

3.1 Entrance to the garden is level and suitable for wheelchair access

3.2 There is a disabled toilet in the main corridor

3.3 There are disabled parking spaces in the car park

3.4 We seek advice from multi agencies to ensure children can access the pre school environment safely and to their individual benefit i.e visual impairment team

Putnoe Woods environment is as accessible as possible for all children, their parents or carers, employees and visitors. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of the disabled children and adults.



## Valuing Diversity in Families

At Putnoe Woods we recognise that children and their families come from diverse backgrounds and that all families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

4.1 We welcome the diversity of family lifestyles and work with all families.

4.2 We encourage children to contribute stories of their everyday life to the setting

4.3 We encourage parents/carers to take part in the life of the setting and to contribute fully

4.4 For families who speak languages in addition to English, we develop means to ensure their full inclusion

4.5 We offer a flexible payment system for families of differing means and offer information regarding sources of financial support

4.6 We take positive action to encourage disadvantaged and under-represented groups to use the setting

At Putnoe Woods Pre School our aim is to show respectful awareness of all the major events in the lives of our children and families in the nursery and in our society as a



whole. We welcome the diversity of backgrounds from which they come.

In order to achieve this Putnoe Woods Pre School endeavor to acknowledge all the festivals which are celebrated by the people of our society.

## Curriculum

The Early Years Foundation Stage is the starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

*'the EYFS sets the standards that all providers must meet to ensure all children learn and develop well and are kept healthy and safe'*

### ***The Early Years Foundation Stage 2014***

The Early Years Foundation Stage 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.

At Putnoe Woods Pre School we understand that all children have different educational and behavioural needs and that individuals may require more support in order to reach their full potential and the need to adopt different kinds of support. The staff at Putnoe Woods encourage all children to make progress in their learning abilities no matter what their gender, ethnicity, background or disability.

When planning for individual needs, the individuals keyperson takes into consideration the child's interests, their stages of development within the Early Years Foundation Stage grid, how we are able to simplify or extend activities to help, encourage and support the individual to reach their full potential and learn through a variety of play and exploratory learning experiences.

We can achieve this by:

5.1 Making children feel valued and good about themselves

5.2 Ensuring children have equality of access to learning



5.3 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 styles of girls and boys

5.4 Avoiding stereotypes or derogatory images in the section of materials

5.5 Celebrating a range of festivals

5.6 Creating an environment of mutual respect and tolerance

5.7 Helping children to understand that discriminatory behaviour and remarks are unacceptable

5.8 Ensuring the curriculum is inclusive of children with special educational needs and disabilities

5.9 Ensuring children whose first language is not English have full access to the curriculum and are supported in their learning

5.11 Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

5.10 Positively reflecting the widest possible range of communities in the choice of resources

5.11 Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments

5.12 We will promote multi-cultural and special needs education through toys and equipment and adult's active awareness of opportunities, to support and extend children's experiences as they participate in their own culture and learn about the cultures of others

5.13 All children will be respected and their individuality and potential recognised, valued and nurtured

5.14 Activities and the use of play equipment will offer children the opportunities to develop in an environment that is free from prejudice and discrimination



5.15 Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others

## Special Educational Needs and Disabilities

As an Inclusive practice some children, parents or carers, employees or visitors who attend Putnoe Woods Pre School may have special educational needs and/or disabilities and consequently may need additional resources. Putnoe Woods Pre School is committed to providing an environment that allows these children full access to all areas of learning.

We will achieve this by:

6.1 Modifying learning as appropriate

6.2 Making considerations for individual needs and resources

6.3 Providing an environment that offers the appropriate resources to support the individual needs and that also reflects the diversity of others within the pre school

6.4 Adapting activities or offering alternative activities where individuals may not be able to manipulate tools and equipment

6.5 Ensuring children and individuals are given adequate time to complete activities

6.6 Making additional arrangements to help assist and support children, parents or carers, employees or visitors

6.7 Liaising with multi agencies to ensure that children can access the pre school environment safely and to their individual benefit and developmental needs

6.8 Purchasing specialist equipment as advised to contribute to individual learning and development

## Employment



It is the duty of the preschool to ensure that we use an effective recruitment procedure that is inclusive and fair, to ensure we employ the best person for the job.

Putnoe Woods Pre School will:

7.1 Ensure posts are advertised and all applicants are judged against explicit and fair criteria and ensure that all job applicants are considered equally and consistently

7.2 Ensure applicants are welcome from all backgrounds and posts are open to all and ensure that no job applicant is treated unfairly on any grounds including race, nationality, ethnic origin, religion or religious beliefs, sex or sexual orientation, marital or civil partner status, disability or age

7.3 Ensure the applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme. This ensures fairness in the selection process

7.4 Ensure all job descriptions include a commitment to equality and diversity as part of their specifications

7.5 Ensure we monitor our application process to ensure that it is fair and accessible

7.6 Ensure we are committed to endeavour to make reasonable adjustments based upon advice from Peninsula HR Consultants

### Special Dietary Requirements

At Putnoe Woods Pre School we provide a hot cooked lunch for the children in the Snowdrop room and a cooked tea for those who are booked into after hours. We also provide breakfast, morning and afternoon snacks.



8.1 In order to ensure that each child receives the correct food and respect the medical, cultural and dietary requirements of the child we:

8.2 We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. This information is recorded on the child's registration form

8.3 Ensure this information is documented on red cards that are displayed in the play room and pre school kitchen, clearly detailing the child's name and requirement

8.4 Ensure this information is recorded on the daily meal time chart - with any adaption to the food served clearly recorded

8.5 Dietary requirements are served on a red plate, labelled with the child's name and signed for by a member of staff in the play room

8.6 Ensure allergen charts are displayed with regard to the food served

8.7 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.

## The Roles and Responsibilities of Staff

All the staff at Putnoe Woods Pre School will and must consider the individual needs, interests and stages of development of the children within their care and use this information to plan for challenging and enjoyable experiences that promote inclusion, diversity and equality. 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 between themselves and others. Staff will be positive role models for children and will not show any negative or bias opinions they may have.

Staff will ensure that all children, parents, carers, employees and visitors will be respected and their individuality and potential recognised, valued and nurtured.

Staff at Putnoe Woods will:

9.1 Ensure that they identify and plan for children's individual learning and development and give all children opportunity to participate in all experiences



9.2 Consult with parents in a sensitive manner to share any initial concerns regarding the developmental needs of individuals and meet with the SEND Officer to discuss initial concerns further should the need arise

9.3 Continue to develop their knowledge and understanding of other cultures, religions and languages to actively promote and value diversity

9.4 Seek out training opportunities to enable them to develop anti-discriminatory and inclusive practices, which enable children to flourish.

9.5 Ensure that inclusive practice is embedded in our daily routines and as a holistic approach with regard to the seven areas of learning

9.5 Ensure that an effective keyperson system is in place and that Keypersons work in partnerships with parents, valuing and involving their contributions to ensure an inclusive environment

9.6 Liaise with multi agencies to access support and training to ensure the individual needs of the children are met

9.7 Ensure that they help children to understand and educate children that discriminatory behavior and remarks are unacceptable

9.8 Ensure that each playroom has their individual class Values displayed to support inclusion, antidiscrimination, equality and diversity

9.9 Ensure that named staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required

The Pre School Manager and Management Team will:

10.1 Ensure the SEND Officer and Inclusion Officer are fully trained and suitable to carry out their role and update their training regularly

10.2 Ensure that staff understand and have read Putnoe Woods Equality, Diversity and Inclusion Policy and maintain a consistent approach



10.3 Ensure that we review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality

10.4 Ensure that resources are checked and replenished

## The Prevent Duty 2015

*To be both effective and lawful, Putnoe Woods Pre School must meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong. These British Values are defined as:*

- *democracy*
- *the rule of law*
- *individual liberty and mutual respect*
- *tolerance of those with different faiths and beliefs*

*Not unique to Britain, these values are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society.*

### *Pre School Learning Alliance*

At Putnoe Woods Pre School we will:

11.1 Focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes

11.2 Ensure staff are alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members



11.3 Ensure we take action when we observe behaviour of concern

11.4 Identify children who may be vulnerable to radicalization, and know what to do when they are identified

11.5 Assess the risk of children being drawn into terrorism, and work in partnership with local partners such as the police, Prevent Co-ordinators, Channel Police Practitioners and their LSCB, to take account of local risks and respond appropriately

11.6 Make referrals to local Channel Panels, Channel Police Practitioners or the LSCB, if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism

Our aim is to help the children develop social competence (the ability to accept the view of others, express feelings appropriately, resolve conflicts with others, care for one's own needs and show concern for others, working co-operatively to meet a common goal). We hope that this will create an awareness of the different needs of others and encourage the children to live harmoniously as caring members of society

### **Equality Act 2010**

The Equality Act came into force in October 2010 and brought together all existing anti-discrimination legislation (such as the Race Relations Act 1970 and The Disability Discrimination Act 1995). It identifies several 'protected characteristics' previously protected under separate equality legislation; **Race, religion or beliefs, gender, age, disability, sexual orientation, marriage and maternity** and also strengthens other characteristics that were not provided cover by aspects of equality law.

# Putnoe Woods Preschool



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| Date of Policy:<br>September 2014 | Created By:<br>Jo Skelton |  |
|-----------------------------------|---------------------------|--|

| Review Date    | Reviewer   | Ammendements       |
|----------------|------------|--------------------|
| July 2015      | Jo Skelton | Prevent Duty       |
| December 2015  | Jo Skelton | 1.6, 1.7, 1.8, 1.9 |
| September 2016 |            |                    |
|                |            |                    |