



## **EQUAL OPPORTUNITIES**

### **Promoting Equality, Diversity and the Rights of the Child**

Bengier Bears is committed to providing equal opportunities, promoting diversity and championing the rights of the child. We can do this by being fully inclusive and by meeting the needs of all children in our care. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds, we will work with families to meet these needs and values.

#### **Aims**

Bengier Bears aims to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Challenge and eliminate discriminatory actions and behaviour.
- Make inclusion a thread that runs through all of the activities of the setting.
- Foster good relations between all communities.

#### **Procedures**

- Promoting children to be strong, resilient and listened to. We encourage children to develop a sense of autonomy, independence and self confidence, whilst respecting those around them and their environment. We ensure children's rights are protected offering them a healthy environment with a rich and varied curriculum, we ensure every child participates and is listened to and protected from harm (see Safeguarding Policy).
- Not discriminating 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: disability; race; gender reassignment; religion or belief; sex; sexual orientation; age; pregnancy and maternity; and marriage and civil partnership.
- Not discriminating against a child with a disability or refuse a child entry to our setting for reason relating to disability. (See Special Educational Needs Policy)
- Developing an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff, volunteers, committee members or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;

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- indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
  - See also our Achieving Positive Behaviour Policy, in which we ensure all staff, parents and children learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects.
- 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.

*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. The curriculum offered is inclusive and differentiated to meet the needs of children with special educational needs and other children with disabilities.

- Resources are chosen with the differing needs of the children in mind. Dual language books are used to reflect the differences in languages, home corners reflects a range of different cultures.
- Displays around the room show and reflect positive images of the world around us.
- We celebrate a wide range of festivals and promote the difference in languages from around the world.
- We make children feel valued and good about themselves and others;
- We avoid stereotypes or derogatory images in the selection of books or other visual materials;
- We help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning; and ensure that children speaking languages other than English are supported in the maintenance and development of their home languages.
- 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.

*Employment*

- Applicants are welcome from all backgrounds and posts are open to all. Staff are employed by meeting the best criteria of the offered post, (see full recruitment policy)

*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.

**Legal framework**

- The Equality Act 2010

BENGER BEARS PRE-SCHOOL POLICIES AND PROCEDURES

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

This policy was approved at a staff meeting held on

This policy was adopted at a meeting of the Pre School Management Committee held on

Date to be reviewed

Signed on behalf of the management committee

Name of signatory

Role of signatory

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Nicki Allday

Chair