



# Equality and Diversity Policy

## Statement of intent

Pippins Pre-School and Nursery setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

## Aim

We aim to:

- provide an inclusive and secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information which promotes dignity, respect and understanding of difference in all forms;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

- Equality Act 2010 (which consolidated all pre-existing anti-discrimination legislation);
- Children Act 1989 and 2004;
- Special Educational Needs and Disability Act 2001; and
- The Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice (2014).

## Methods

### Admissions

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family/carer, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equality Act 2010. This includes: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality, ethnic or national origins), religion or belief, sex or sexual orientation.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.

## *Employment*

- Posts are advertised locally (not just by word of mouth) and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all. Applicants will be treated fairly, in accordance with equality legislation.
- We may use the exemption clauses in the relevant legislation where this is necessary to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria (determined only by personal merit and the application of criteria which is related to the duties of each particular position) is offered the post, subject to references and suitability checks (including those conducted by the disclosure baring scheme (DBS)). This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- All unsuccessful applicants have the right to discuss their interview and to know the reasons why they did not get the job.

## *Training*

- All staff will receive training.
- We seek out training opportunities for all staff, including early years educators, and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

## *Staff*

- Staff identify and meet children's individual needs.
- Staff should value and respect racial origins, religions, cultures and languages, so each child is treated as an individual and not as a stereotype.
- Staff must accept each child with positive and unconditional regard.
- Any attitudes or actions based on any form of prejudice are unprofessional and unacceptable in the work place (and may result in formal disciplinary action). Staff must promote a caring and respectful attitude in the work setting, for the children to learn from this.
- We encourage the reporting of all types of potential discrimination, however staff making a false allegation in bad faith or that is known to be untrue may amount to misconduct and be dealt with under formal disciplinary action.
- Any prejudiced attitudes from staff, children or a parent/carer will be challenged and discussed in a sensitive 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.

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 children, 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.

## *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.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

## *Food*

- We work in partnership with parents/carers 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.

## *Meetings*

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.

- Information about meetings is communicated in a variety of ways - written, verbal and alternatives forms, if requested - to ensure that all parents have information about and access to the meetings.

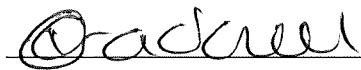
#### *Dealing with discriminatory behaviour*

- We take action to tackle discriminatory behaviour by our staff, volunteers or parents/carers. We record all incidents (included perceived) relating to discrimination on any grounds and where relevant/required, we report these to children's parents/carers and the registering authority.

This policy was adopted at a meeting of Pippins Pre-school  
and nursery

Held on Thursday 9<sup>th</sup> October 2025

Signed on behalf of the Management Trustee Directors



Role of signatory (e.g. Chair etc.)

Chair

Commenced 2009 - Reviewed 15.08.2024