Equal Opportunities Policy

Pippins & Bramleys Pre-school and Out of School Club is committed to providing equality for all children and families. It is our aim to have regard for all relevant legislation, including -

- Disability Discrimination Act 2005
- Race Relations Act 1976 & Race Relations (Amendment) Act 2000
- Sex Discrimination Act 1986
- Rights of the Child 1989
- Children's Act 1989/2004
- Equal Pay Act 1970
- Special Educational Needs Code of Practice 2001
- Disability Code of Practice 2002

Anti-discriminatory practice
Every child has the right to live free from discrimination as stated in Article 2 of the United Nationals Convention on the Rights of the Child 1989. We believe that the group's activities should be open to all children and families, and to all adults committed to their education and care. We believe each child is unique and should be treated, respected and celebrated as an individual irrespective of gender, race, religious belief, ability or social background. We aim to ensure that all who wish to work in, or volunteer to help with, our pre-school have an equal chance to do so and will value their individuality and ensure a sense of belonging that promotes self-esteem. We will ensure that we challenge discrimination, challenge stereotyping, challenge racism, take positive action to challenge any form of discrimination and be positive about people's differences.

The Practitioner who have overall responsibility for Equal Opportunities is **Alice Redman.** All staff will be made aware of their responsibilities towards Equal Opportunities.

Admissions
The setting is open to every family in the community. The waiting list is operated on a first come first served basis.

Families joining the setting are made aware of its equal opportunities policy, which is regularly reviewed.

Updated 13/09/2026

Every effort will be made to find out as much background information about the child as possible, such as family customs, beliefs, dress codes and dietary requirements. All parents/children will be invited to visit the Pre-school prior to starting so that they are given an opportunity to get to know their surroundings.

Employment
The Setting aims to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skills requirements.

Job applicants and employees will be treated with equal fairness and will not be treated less favourable on the grounds of age, gender, sexuality, family status, race, and religion, cultural or national origin. Nor will they be discriminated against on the ground of disability.

Families
Pippins & Bramleys Pre-school and Out of School Club recognises that children live in many different family groups. We welcome and support anyone who cares for children and believe that diversity can enrich the learning experience of both adults and children (expanding Cultural Capital). The needs of **bilingual children and EAL children** and adults will be recognised and we will endeavour to provide information in the family's home language if required. We aim to promote self-respect and respect for others. We understand that family members are powerful influences on children's lives and can influence their attitudes and behaviour. Pippins & Bramleys Pre-school and After School Club will ensure that all parents feel welcome and feel they belong to our group.

Festivals
Our aim is to show respectful awareness of all the major events in the lives of the children and families in the setting, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this:

- We aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the setting (cultural capital).

- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

- Before introducing a festival with which the adults in the setting are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival.

- Children and families who celebrate at home festivals with which the rest of the setting is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.

- Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Curriculum and Resources

The Pre-school programme is planned to take into account children's individuality and stages of development. We intend to extend the children's experience and knowledge of other cultures, beliefs, languages and celebrations by encouraging both boys and girls to take part in and experience all the group's activities. We have implemented resources to promote positive images and role models which are non-stereotyped. We also provide equipment which reflects the diversity of our multi-cultural society. Equipment is also selected to take into account the varying needs of children. Our provision, including the curriculum and room layout will be adapted, where necessary, to accommodate the differing needs of the children attending. The impact of this will hopefully be that every child will have the best start in life.

The resources we will use to enable equal opportunities are;

- Equipment that reflects a diverse society (ethnic cooking utensils in the home corner, material from different countries to be used in the home corner or den making)
- Books, puzzles, posters, games, etc
- Musical instruments, written music and audio recordings from various cultures
- Food tasting that reflects foods from various cultures
- Small world equipment that is representative of our culturally diverse society and is not gender stereotyped.
- Acknowledgement of various cultural festivals that are valued and celebrated and supported by appropriate teaching materials.
- Visitors from different cultural backgrounds.
- Notices and signs written in relevant languages when appropriate.
- All Practitioner having equal access to training, etc.

Special Needs

The setting recognises that children have a wide range of needs which differ from time to time, and will consider what part it can play in meeting these needs as they arise.

Planning for setting meetings and events will take into account the needs of people with special educational needs and disabilities.

See separate SENDCO Policy.

Discriminatory Behaviour/Remarks

We aim to promote a positive attitude and challenge stereotypes. These include issues relating to gender, race and ability. We will not accept discriminatory remarks, bullying or behaviour from anyone involved in the pre-school including staff, students, children, parents and other carers. We will aim to be sensitive to all parties involved in discriminatory behaviour and help those responsible to work together to overcome their differences.

See separate Anti-Racist Section.

Language

Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible.

Children and parents who have English as a second or additional language will be valued and their languages recognised and respected in the pre-school.

Food

Working in partnership with parents, children's medical, cultural and dietary needs will be met. We aim to provide the children with regular invitations to try new foods as part of the curriculum.

Meetings

The setting will make every effort to ensure that the time, place and conduct of meetings enable the majority of parents to attend so that all families have an equal opportunity to be involved in and informed about the setting.

Monitoring

The setting will review this policy once a year, or when new legislation has come into effect or a member of staff has updated their training.

Anti-racist

- The setting affirms its commitment to the equal treatment of all persons regardless of their race, ethnic or national origins or colour. The provisions of the Commission for Racial Equality 1984 Code of Practice must be observed by both staff and children, including the selection of employees and the admission procedures for children.
- Responsibility for eliminating racial discrimination lies with the setting as the employer, with the individual employees and with the children.
- Racist behaviour, defined as any hostile or offensive act or expression by a person of one racial or ethnic origin against a person of another, or incitement to commit such an act, will not be tolerated in the setting. Such behaviour includes derogatory name-calling, insults and racist jokes, racist graffiti, verbal abuse and threats, and ridicule of an individual for cultural differences in such matters as religion, dress, food or music.
- The setting will take all possible steps to protect staff and children from racist behaviour, verbal or physical, by any individual or group. Such behaviour, or victimisation of children or staff complaining of racial harassment, by employees or children will be considered as gross misconduct and the person concerned will be subject to disciplinary action. This is entirely without prejudice to the provision of any race relations legislation.
- Supervisory responsibility for ensuring good practices and racial equality within the setting shall rest with the Manager and the Chairperson of the Committee.
- All employees will be afforded the opportunity to undertake appropriate training in anti-racist and anti-discriminatory practices.

This policy was adopted on:.....

Signed on behalf of the setting……..

Date of next review:.....