



EQUALITY OF OPPORTUNITY/ ADMISSIONS /TRAINING / CURRICULUM/VALUING DIVERSITY IN FAMILIES/ FOOD AND MEETINGS.

STATEMENT OF INTENT

Royal Naval Pre-school Learning Organisation is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:-

- Provide a 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- stereo typical information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Improve our knowledge and understanding of issues of anti discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread which runs through all of the activities of the settings run by RNPSLO.

The framework for this policy is

- Equalities Act 2010
- Children Act (1989) & (2004)
- Special Educational Needs and Disability Act (2001)
- The Prevent Duty. Departmental advice for Schools and Childcare providers. June 2015

Equality Act 2010 the aims are –

To harmonise Acts/ Regulations and concepts
Strengthen discrimination
Transparency of pay
Create public sector duties

The Act brings” everything under one roof “.

Admissions

Our setting is open to all members of the community.

- We advertise widely
- We reflect the diversity of members in 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, when necessary we would try to provide information in Braille or through British Sign Language.
- We use several of forms of delivering information eg pictures, symbols etc.
- We base our admissions policy on a fair system
- We do not discriminate against a child or their family or prevent entry to our settings on the basis of colour, ethnicity, religion or social background such as being 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 any of our settings because of a disability.
- We ensure that all parents are made aware of the equality of opportunity policy
- 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.
- We attempt to keep a vacant place when possible for emergency admissions.
- We describe our settings and its practices in terms that make it clear that fathers, mothers and other family members are welcome.
- We will attempt to be flexible about attendance patterns providing this does not affect the stability of the setting and the children .

Employment

- posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in 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 is offered the post subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process all job descriptions include a comment to equality and diversity as part of their specifications.
- RNPSLO promote equality and diversity within employment paperwork,
- We monitor our application process to ensure that is fair and accessible.

Training

We seek out training opportunities for staff and volunteers to enable them to develop 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.

Curriculum within the organisation.

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. Each child is treated as an individual and therefore their development is individual. Each child's key person will plan for each child looking at their future targets and working alongside the parent. /carer. The child's likes and dislikes enable the key worker to tailor planning to engage with their interests. Other ways we do this are –

- 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 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
- Positively reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypical or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals and celebrations
- Creating a wide range of festivals and celebrations
- Creating an environment of mutual respect and tolerance
- Making decisions together
- Understanding rules (PISIEID)
- Freedom for all
- 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
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

The organisation works to ensure the setting environment is as accessible as possible for all children and adults that use it. If access to the settings is found to treat any child or adult less favourably then we would attempt to make reasonable adjustments within our service level agreement with the Ministry of Defence to put it right. If the adjustment required would be more suitable furniture, play equipment, specialised equipment within reason, training etc the Organisation would purchase or borrow the appropriate resources. For structural changes to buildings then authorisation would be sought with Ministry of Defence before any such changes may or not be completed.

Children who attend the settings using English as an additional language take comfort in being able to recognise some simple words for basic needs e.g. toilet, food, drink etc the staff will engage with parents encouraging them to provide these words and to learn them to enable the child to settle into the settings when first joining.

Books are encouraged to be brought from home in the child's first language so that they are able to share with the group and parents are encouraged into the group to read or to translate if possible. Visual cards are also used to communicate during the settling in period and there after if communication is difficult.

Words scribed in different languages are available around the settings along with numbers etc to familiarise the children and adults of different languages. Books and posters depicting pictures of the world etc are available.

Valuing Diversity in families

We welcome the diversity of family life and work with all families, We encourage children to contribute stories of their every day life into the settings, and encourage parents/carers to take part in the life of the setting and to contribute in any way they feel comfortable. We work alongside different agencies both civilian and military working with families from different culture seeking advice, guidance and information when appropriate to do so.

For families who have a language other than English we will develop means to ensure their full inclusion. We offer a flexible payment system for families of differing means.

Food

We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.

We help children to learn about a range of food and of cultural approaches to meal times and eating and to respect them.

Challenging inappropriate attitudes, behaviours or remarks.

The Organisation ensures that all staff are aware that they are able to challenge any remarks that they find offensive, discriminatory or disrespectful from either children or other adults in the setting. A reminder of the appropriate policies would be given along with the opportunity to make a complaint to adults. There is a separate complaints policy and procedure to follow in such an event.

Children would be taken to one side and spoken to by a member of staff who would explain that this is unacceptable at the setting and the reasons why and encourage the child to make amends. Staff are to model appropriate behaviour at all times whilst in the setting.

Meetings

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

Information about meetings is communicated in a variety of ways, written, verbal, and in translated text for families with English as an additional language, to ensure all that all parents have information.

INCLUSION

Inclusion is meant in the widest sense. Therefore our inclusion policy incorporates the following aspects and areas:

- Rights of children
- Rights of parents/carers
- Rights of students and staff
- Individuals with special educational needs and / or a disability
- Those from minority ethnic groups
- Travellers and any other diverse cultural groups at risk of exclusion or social Exclusion
- Those with English as an additional language
- Equal opportunities

We will ensure that our service is fully inclusive in meeting the needs of all children, families, staff and volunteers attending our settings.

We aim to:

1. To ensure all children have full access to Early Years Education through the Early Years Foundation Stage.
2. To ensure all children are able to develop in a caring and considerate environment where the staff and the children are all valued for their contribution to the daily life of the childcare setting.
3. To ensure our settings are committed to the early identification of children with special educational needs (SEN) and to adopting clear and open procedures which are outlined in this policy.
4. To work in partnership with parents who are fully involved in all decisions that Affect their children's care and education.
5. to work with agencies and other care providers in a professional and open Manner to enable individual resources, the highest possible quality support and Inclusive care and education for children with SEN or other additional needs.
6. Provide a secure and accessible environment in which all children can flourish And which all contributions are considered and valued.
7. Provide positive non-stereotypical information about gender roles, diverse ethnic and cultural groups and disabled people.
8. Improve our knowledge and understanding of issues of ant-discriminatory practice, promoting equality and valuing diversity and make inclusion run as a thread that runs through all of the activities of the setting.

Purpose of these aims;

To meet the individual needs of children in our setting.

- To ensure that Inclusion and Equal Opportunities are put into practice.

- To raise equality and standards

- To recognise the rights of the child

- To encourage parent/carers to use the provision.

- To encourage awareness of staff, families and children.

We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to a disability. Two of our settings are housed in mis

appropriated married quarters and due to the lay out of the MOD properties they are unable to be altered however a place would be provided in the nearest appropriate childcare setting with the relevant equipment , access required to meet the child's and families needs.

We ensure wherever possible that we have a balanced intake of boys and girls in the setting.

When a child starts parents are asked to complete relevant paperwork and these are reviewed and updated following discussion between the parent/carer and or the setting staff/key worker.

Through the discussion with the parent/carer and the staff the most appropriate 'Settling in 'programme for their child will be decided on, this will vary from child to child and be dependant on their individual needs.

Partnerships with parents/carers

Parents are consulted at every level of intervention and have a right to be involved in discussions about their child. Regular meetings between staff and parents /carers will ensure that any procedures are explained along with the opportunity to look at their child's learning journals. Any targets set for the child are discussed with the parent/carer in order to develop a close working relationship. Advice and support is offered to parents to help them support their child at home if they wish.

Consultation with parents is made informally on a regular basis as well as specific meetings when appropriate or relevant. If the child has a parent away on active service then regular contact through email is made sending reports and updates on their child. We are committed to making sure all our contacts with parents and others are informative, friendly and supportive for all concerned.

We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possible offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

If access to the settings reasonable adjustments to accommodate the needs of the disabled child and adult or by providing a place at the nearest RN childcare setting suitable.

We strive to -

Making children feel valued and good about themselves.

Ensuring that children have equal access to learning,

Making 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.

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.

Differentiating the curriculum to needs individual needs.

Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.

The curriculum is inclusive of children with special educational needs and children with disability.

Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning, and are supported in the maintenance and development of their own language.

Signed

Dated

Revised.

