



## Equal Opportunities Policy

- ❖ Our Setting ensures that all children, their families and staff are treated fairly and equally.
- ❖ Each child's individuality is respected by using information from our initial profiles completed with parents and activities are devised to ensure that the setting is free from prejudice and discrimination. All children are encouraged to respect and honour the differences and similarities between each other.
- ❖ Pictures, posters and other illustrations such as jigsaws, portray a cross-section of people, featuring a range of children and adults, reflecting the diversity of our society and avoiding stereotypes at all times.
- ❖ The 'dressing up clothes' offer a range of items hence ensuring that every child's culture and social situation is represented, thus extending all children's knowledge and experience.
- ❖ Illustrations and texts in books offer non-stereotypical characters and situations and allow the children to extend their knowledge and their ability to empathise with others who are different from themselves.
- ❖ The children have the opportunity to make and eat foods from many diverse cultures.
- ❖ Our Setting will ensure that any children with a disability are encouraged to be independent and are respected and cherished. Non-disabled and disabled children are encouraged to learn from and interact with each other.
- ❖ The children listen to and make music from a wide variety of cultures. The children are enabled to develop and express their enjoyment of music and their listening skills. They are also encouraged to respect, enjoy and honour the music which is different to their "norm".
- ❖ Children with more than one language are commended for their wonderful gift. All the children are encouraged to listen to and learn from these multi-lingual children.
- ❖ Our staff ensure that questions about disability and race are answered accurately and with empathy. No-one is ever made to feel unwelcome or uncomfortable because of their disability, race or way of speaking.
- ❖ Boys and girls are spoken to and treated in the same way. Girls are encouraged to play with construction sets and boys in the Home Corner. However we acknowledge that boys and girls do play in different ways and because each child is unique their play is valued for what it is.
- ❖ Our Setting does not advocate sex-specific treatment or activities.

- ❖ Where possible, key areas of our setting are labelled on signs in as many languages as possible to help children learn about other cultures and ways of speaking.
- ❖ As a Church of England Childcare provider, our organisation supports the Christian faith. In addition, however, all other cultures and religions are honoured, respected and their special dates celebrated through topics and projects.
- ❖ Our organisation offers a flexible payment system for fees and the Church provides monetary support for families with differing needs. All families are assured that their financial needs are treated with confidentiality and discretion.
- ❖ All staff are employed as the most appropriate person for each job and all staff members are committed to the organisation's Equal Opportunity Policy.
- ❖ All staff have equal access to training and resources at our setting.

The legal framework for this policy is:

- Race Relations Act 1976 and Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989 and Amendment Act 2004
- Special Educational Needs and Disability Act 2001 and Amendment
- Human Rights Act 1998
- Rehabilitation of Offenders Act 1974
- Anti ageism Act – 1/10/2006
- Education Reform Act 1993
- Equal Pay Act 1983
- Data Protection Act 1998
- Freedom of Information Act 2000
- National Minimum Wage 1998
- The Asylum and Immigration Act 1996
- Children Act 2004 (incorporating Every Child Matters Five Outcomes)

Next review date March 2022

Signed:

Date: